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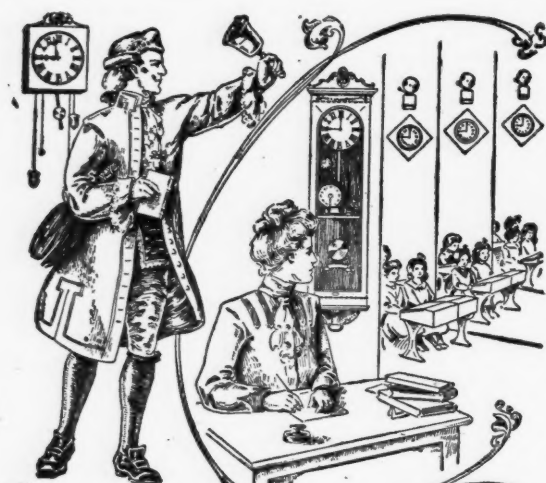
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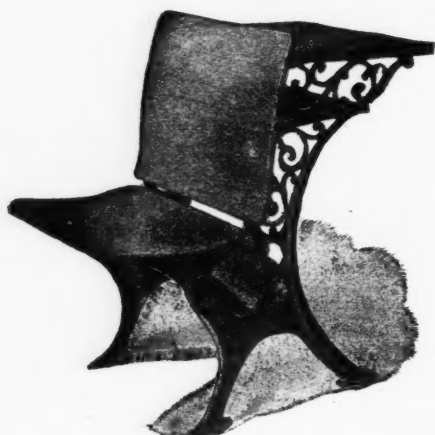
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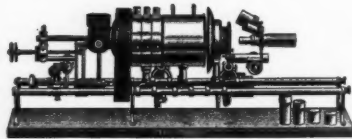
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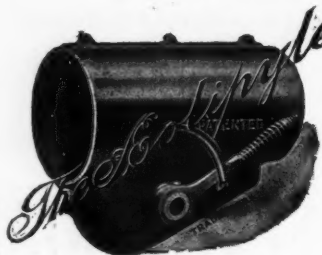
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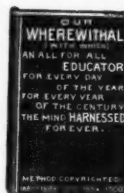
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A Weekly Journal of Education.

Vol. LXVII.

For the Week Ending December 5.

No. 21

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## The Wider Use of School Buildings in New York City.

By Edward L. Stevens, New York.

In common with many other cities and communities, the city of New York for many years has maintained a system of evening schools. They were first established in New York city in 1834, but, because of a lack of teachers, were discontinued. In 1848, they were again established by the Public School society and have had a gradual growth in the years since. Their recent growth has been exceedingly rapid. The need for greater learning on the part of adults and older youth has given rise to this great demand for the establishment of evening schools. As the population in cities and urban localities has increased, the various social and economic conditions arising out of city life have made this extension of education, this organization of continuation schools more and more necessary.

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Admission to the senior departments is granted only to those who have regularly completed the work of the day elementary schools.

In the junior departments instruction is given in English, arithmetic, penmanship, geography, bookkeeping, hygiene, and history. Not the least interesting part of the work that is done is that of instruction in English to foreigners. In a great cosmopolitan city this is, perhaps, the greatest problem which is presented, as it is the first work to be undertaken in assimilating a great foreign population and in civilizing a large part of it.

The attendance in these schools is remarkable for its regularity and growth. There were enrolled, last year, 70,000 persons, and I am informed that the increase during the present year will be upwards of twenty-five per cent.

Superintendents and principals in the state of New York are particularly interested in the establishing of evening schools because of the recent amendment to the labor law and the mercantile establishment law, and, incidentally, the amendments to the compulsory education law.

The obligation to better, and more widely organize, evening schools is, of course, necessary in all cities of the first and second classes, and by the influence of example or contiguity, this better organization or extension will occur in all communities in which a large labor element is found.

It may be of interest to those present to know that the work of the evening high schools in the city of New York gives now a preparation for Regents' credentials and leads to the completion of courses recognized by the Regents of the University of the state of New York.

This demand for adult education and education for the youth who have left school resulted, in 1889, in the establishment of a system of lectures for men and women. These lectures are, to a very large extent, given in school buildings. The growth of the movement has been remarkable. From 186 lectures, delivered in 1889 to 22,149 people, the system has grown to 4,221 lectures, delivered in the several boroughs of the greater city during the last year to a total attendance of 1,204,128. These lectures have not been for entertainment or amusement alone, but, quoting from Dr. Leipziger's last annual report:

"First, they give instruction in an interesting form to those who have been limited in intellectual training. Second, they give those who wish to continue their intellectual training the results of the latest information in science and the latest knowledge in art. The true pedagogic method is adopted, in that instruction is made interesting, altho its main object is never lost sight of."

Altho known as free lecture courses they might properly be called free courses of instruction. They resemble or parallel the extension movements of the past twenty years. I believe that, in the city of New York, we have the best example of the practical working out of university or educational extension that may be found in America.

The opinions of some persons have been disregarded, it is true, by the opening of the schools for lectures upon Sunday, but it must be remembered that a very large proportion of the citizens of the city observe the Sabbath, and observe it devoutly, upon Saturday, the preceding day. It is also an interesting fact that lectures have been given in Italian and Yiddish upon subjects relating to the history of the city and of America, as well as on good citizenship and good health. These lectures have been very largely attended.

The demand for the increased use of school buildings has been met in the establishment of *vacation schools, vacation playgrounds, and recreation centers*. The work in these schools is largely along the line of manual arts and occupations. We find the usual kindergarten organization and exercises, and we also find social occupation classes for children just beyond the kindergarten age. Others work, not only in drawing, shop work, and manual training, which might be expected, but also have exercises in nature study, basketry and cane-weaving, leather work, weaving, fret sawing, metal work, knife-carving, sewing, raffia and cord work, doll dressing, millinery, embroidery, crocheting, and knitting, cooking, and domestic science. In order that civic pride and interest may be awakened—a thing so necessary in a large city—lessons in local colonial history are given and excursion organized to points of interest and historical monuments. Probably no feature of the work of the public schools of the city of New York aroused the interest of the members of the Mosely Commission as did this.

There are many incidents attending the conduct of

these schools which are of the greatest interest. Perhaps not the least is the fact that the mothers of the children come and beg that they too may receive instruction in the things which their children are learning to do with their hands.

The aggregate attendance in these schools during the past summer season was:

Summer schools, 567,891 for thirty days, an average attendance of 16,930.

Playgrounds, 2,214,594 for sixty-five days, an average attendance of 34,071.

Recreation centers, 1,500,000, from September 1, 1902, to June 15, 1903.

Evening roof playgrounds, 1,133,696, for forty-eight days, an average attendance of 23,618.

The justification for this immense establishment and for all of the expenditures involved in the organization and maintenance of such a system is found in the conditions of life which prevail among the people for whom they are established. I recall a remark made by my friend and neighbor, Jacob Riis, who, President Roosevelt said, was New York state's most useful citizen, relating to the establishment of one of the smaller downtown parks. He said that an institution that put light where there had been darkness, cleanliness where there had been squalor and filth, fresh air where there had been the lack of it, order where there had been theft and murder and other crime, the free, happy, innocent play of children where there had been sorrow and suffering, some added joy to life where heretofore had been misery—that the establishment of such an institution was certainly a justifiable use of public funds; that Mulberry Bend park had succeeded the Five Points, and that the Five Points, with all that name implied, had been done away with forever.

The vacation playgrounds, the roof gardens, the band concerts, the recreation centers are all established and maintained for the same purpose, that they may increase the light and the happiness and the pure joy of the people to whom their own environment denies it.

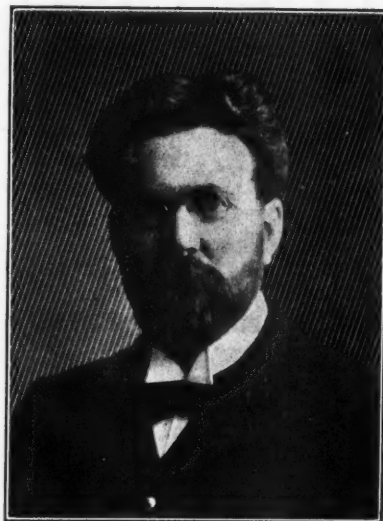
#### What Villages and Smaller Communities Can Do.

But if to keep a public school closed for one-half of the time represents a distinct public loss upon the investment in a city, in which all the opportunities for learning and culture, for enjoyment and education, are multiplied, and so varied, how much greater is the loss upon the investment in a community where the public school and the church are the sole agencies for education and culture! It is in rural communities and the smaller villages that the public school may, with equal efficiency, be used for activities that will broaden and enrich the lives of the members of the community, whether they be of school age or adult. It is the lack of organized attempt along this line, which, to a great degree, causes the great and constant trend of population from the country. Those of us who are from the state of New York will recall that, in the last report of the state superintendent of public instruction, he states that the public moneys distributed among the counties upon the basis of population are this year divided so that the cities receive seventy per cent. and the counties but thirty per cent. It is not so many years ago that the urban population was but one-fourth of the total population of the state, and it is within the memory of men now living that it was less than ten per cent.

To correct this tendency of emigration by making life happier, fuller, richer, is certainly a task and a duty not to be despised by the teacher or school officer whose work may lie in such communities.

I regret the passing of the spelling bee and the debating society. They were social institutions—important elements in the social life of the community.

It was a desirable state of affairs when the school building was, perforce, used for religious services. I can see no reason why the country school, standing at the four corners, should not be, to a greater extent, the center of the community's intellectual and social life; why it



Prof. John P. Munson, of the State Normal School, Ellensburg, Wash., author of "Education thru Nature," a new book just published by E. L. Kellogg & Co., New York.

should not be the center of activities, which will not only enrich the lives of the children in the district and make them more useful and efficient citizens, but also raise the standard of living and give moral tone and intellectual fiber to the adult population as well.

The opportunities I have in mind are particularly possible where the school plant is a little more ambitious, where facilities for lighting and seating are afforded, and where the community is in a smaller area, requiring less travel. In such communities, particularly if the labor element in the population be large, there should be an evening school. There may be difficulty in securing the appropriation of sufficient funds, but no man ever failed to get enough money for such a purpose if he really wanted it and was willing to work himself. In the second place, there should be secured a lantern. If I were the principal of such a school I should have a lantern, even if I had to construct it myself. Lantern slides may be bought, begged, or borrowed, and may be used with infinite variety and most satisfactory results for illustration accompanying the lectures and addresses. It is now idle to sneer at an illustrated lecture. You will recall an address by Dr. Harris in which he noted that one of the evidences of progress was that people were becoming less ear-minded and more eye-minded. The use of a lantern as an instrument of instruction is increasing and people are learning that projection apparatus, properly used, does not mean a magic lantern show.

A legitimate use of school buildings outside of school hours, in the third place, is for the meetings of mothers' clubs and similar organizations. Thru these, not only is the particular work of the school benefited and the people brought more closely in contact with its activities, but there is a reflex influence upon the people themselves which should not be lightly estimated.

There should be, in the fourth place, in the public school, if it is properly located, the public library. I rejoice in the awakened interest in the state of New York in libraries, library management, and the use of books, but I regret and deprecate any influence which tends to take the public library out of the public school building. It is there that it belongs and the activities of the two institutions should be so closely related that they can be conducted under one roof best. Under such an arrangement people should be allowed to use the school building as a reading-room, as a place to study, and as a place to consult books. If this could be done, not only would economy be secured, but, in my judgment, the efficiency of both institutions would be increased.



## Candidating. II: Place aux Dames.\*

By CYRIL NORFOLK, Massachusetts.

A veteran school committeeman once said, in speaking of lady candidates for teachers' positions: "All other things being equal, I should select the prettier of two candidates every time; in fact, if all things were not quite equal I should give a good deal of weight to beauty and pretty manners. I do not mean that I would ever appoint an incompetent girl simply because she was pretty, but, if seventy-five per cent. indicated competency, I might give the position to a pretty girl with eighty per cent. rather than to a plain ninety per cent. girl." Thus spoke the school committeeman, who, in private life, was not in the least a ladies' man, and whose theory in regard to the selection of candidates was the result of thirty-five years of service, for the most part unguided by a superintendent.

It seems unfair, doesn't it, and most unjust to the plain girl, whose competency counts up to ninety per cent.? And yet, after all, it is not any more unfair than many of the other apportionments in life. Push and energy and initiative, the qualities which bring success in business, are inborn, we all know. The very brains which made the plain girl ninety per cent. competent were no more to her credit than the pretty girl's attractive face. This sounds like fatalist doctrine, but it isn't; both girls were born with a good intellectual endowment, altho the plain girl's was a little better than the pretty girl's, and the one cultivated her brains and the other her looks; in the long run, they will probably be equally successful, but the pretty girl made her start in life more easily.

The veteran committeeman defended himself by going on to say: "In my experience, pretty teachers do not have so much difficulty with discipline as 'homely' ones; the children like them at the start, and don't cut up so badly, or torment them so much."

It may be laid down as a preparatory dictum, then, that good looks help along amazingly in candidating, but good looks are sufficiently common to make other factors very important, and those other factors will be brought to the readers' notice by means of concrete instances, as they were in the article where men's chances were under consideration.

Once a very learned lady, who had an A.M. and a Ph.D. to her name, finding herself temporarily out of a position, decided she would take an assistant's place in a suburban high school, the salary schedule of which was very modest. She thought she had only to signify her willingness, so she signified it to the superintendent—in a jacket with sleeves of 1895 (this was in 1902), a skirt which was *almost* closed at the back, and shoes whose antiquity could not make them respectable. The superintendent, despite his full powers in the matter of appointment, sent her to the chairman of the committee; he forwarded her to the lady member, who promptly sent her on to the minister on the board, and so she made the round. At the next meeting the learned lady was discussed; the members knew that if they took her they would be getting much more for their money than they had any right to expect, but they did not like to give to the girls in the high school an impression that the school committee of ——— was oblivious to personal neatness. The matter was finally settled by a formal election and an informal instruction to the lady member to interview the learned lady's brother's wife and hint delicately that a change in the newly elected teacher's style of dress would be acceptable.

Look, now, upon this picture. A candidate for a primary school, with excellent credentials, applied to a superintendent, clad in

A sealskin jacket.....\$250

\* In this article, as in the preceding one, professional qualifications are ignored. It is taken for granted that a woman who is not fairly well equipped for the position she applies for will be rejected under any circumstances.

An elegant hat.....\$ 25  
A broadcloth gown..... 75  
Jewelry, at least..... 150

The superintendent was a married man and knew something of the price of clothes, but he sent the fair candidate on to the lady member who appraised her as per schedule above. The girl said that she was entirely dependent upon her own exertions, that her father kept a store in a country town, and had a large family to bring up, and could not afford to have her stay at home doing nothing. The lady member happened to know a woman physician in the country town in question, so she told the candidate to come again in the afternoon, and called up her friend on the telephone. The problem turned out to be quite simple. The candidate had a rich aunt who dressed her and indulged her in many ways, but was now insisting that she must earn the bread she ate for at least one year. The girl was given a school, but the lady member made it her business to advise her to explain to some of her fellow-teachers about the richness of her clothes, and the advice called forth other garments for every-day use.

Once a girl, whose people were fairly well-to-do, went into the country to apply for a district school in which she might gain the actual experience which would make her eligible for a city position. Her friends all gave her advice to the effect that she must not dress too well lest she prejudice the farmer chairman against her; "Poor, but neat," was what they told her; so she raked out an old light covert cloth spring suit, a black straw hat, and a clean cotton shirtwaist and sallied forth. It was Thanksgiving time and the wind blew sharp as she walked the three miles from the station. The hard-headed chairman looked her over and questioned her about her family. She said her mother was a widow, and somehow managed, quite unintentionally, to give him the impression of extreme poverty. He did not give her the school and long afterward she learned his reasons. "We only pay seven dollars a week and we only keep school thirty weeks in the year. No girl can entirely support herself on two hundred and ten dollars a year. She might get sick on our hands with those thin clothes, and that would give the district a bad name. I'd rather take a girl who has a home to go to."

Another girl went out to apply to that same chairman, and she had on bracelets, a long watch-chain around her neck, a feather in her hat, and a fluffy liberty scarf a good deal in evidence. He refused her because, as he explained to her uncle, who was a farmer in the neighborhood: "She would do the teaching, all right, but the majority of our girls around here can't possibly have such jewelry and knick-knacks as she wears, and it will only put notions into their heads to see the school-ma'am have 'em. We're used to looking up to our school-ma'ams out in this part of the country."

A city school board turned down the daughter of a prominent citizen, once, for a reason very similar to the one in the last instance. The girl, a college graduate, thought she would like to teach for the experience and the pocket-money; she was a brilliant girl and the board would, undoubtedly, have given her a chance if the high school principal had not demurred. "She is inordinately fond of dress," he said. "I know, because my daughters are always quoting her clothes. She never moves without the rustle of silk. Our girls will think of nothing but clothes if she comes into the school; the rich ones will lose their interest in their lessons, and the poor ones will be made miserable by envy." That settled it.

Looks and clothes—these two have been the subject of this article so far, but when it is considered how large a part they play in a candidate's chances of success it must be admitted that they deserve their prominence.

What is a woman candidate to infer from all these examples? First, and foremost, that scrupulous neatness is absolutely essential; every button must be on and

every string tied; all the glove-fingers must be whole and all the neckwear clean, and, above all, let the belt and the skirt and the waist display no hiatus in the back. The average well-regulated mind seems to have a constitutional aversion to this particular form of bad dressing. If neatness is insured circumstances must govern the kind of clothes to be worn; generally speaking, a city girl or woman would do well to wear her best street clothes in interviewing a city school official, and her everyday ones, if they are not too shabby, when she goes a-candidating in the country. It will probably do no harm to avoid jewelry altogether, and certainly it should not be worn when the candidate is looking for a low-salaried position. Deep down in the hearts of most school officials is a query, "Does she need it?" and an untimely glitter may bring the query up to the surface and put it into active commission. (Ethical and economic aspects are not here under consideration, so the right or wrong of such a query must pass undiscussed.) On the whole, Polonius' advice is just as sensible and up-to-date now as it was when he gave it.

Well! given neatness and a style of dress inconspicuous and sufficiently attractive what more is essential to make a candidate successful? Manner has a good deal to do with it; manner of speech and bearing. A girl who looks determinedly into a far corner of the room while she answers questions stands a very poor chance; ditto the girl who visibly condescends (college graduates, who must go before plain farmers or business men, take notice!) ditto the girl who minces her speech and affects little mannerisms; any one of these may be chosen if no more attractive candidate be forthcoming, but let a girl of straightforward bearing and clearly enunciated speech come into competition and the affectations become a serious drawback.

There is just one more line of conduct which usually hurts a woman candidate, altho, to the shame of all decent school officials, it must be admitted that it sometimes helps her. This is *flirting*, and *flirting* in this context is not intended to signify the natural desire of a pretty girl who needs a position to make herself as attractive as possible in speech and manner to the man in authority; the term is intended to signify a kind of conduct which lays a woman open to suspicions of a serious nature; in most cases, probably, suspicions entirely unwarranted by facts. Without touching upon the obvious moral questions involved it may be laid down as an absolute certainty that, in the long run, in any decent community, such conduct never pays. For if the superintendent is the official who views it with complacency there will surely be men and women on the board whose standard is higher; if it is a member of the board who does not object the superintendent is quite likely to prove to be a man of Puritanic ideals; such superintendents are many in the land, fortunately, and, if both superintendents and board prove lenient, there are yet the mothers of pupils to be reckoned with after the appointment is gained. This is not an agreeable topic to discuss, but it is, nevertheless, entirely germane to the general subject, as every school official and teacher of experience knows, altho he may say nothing about it.

Officials who interview candidates usually ask questions, some of them wise and some of them foolish. One particular stock question is, "If you had an unruly boy who persistently disobeyed you what would you do?" Now, the proper answer to this question, under all circumstances, is: "I should try to find out where his natural interests lie and help him to an occupation which would take his mind away from mischief." That is the proper avenue, and it indicates a proper mental attitude on the part of the candidate, but if the interviewing official has a latent twinkle in his eyes, sometimes it will do no harm to add, "and in a case of necessity I would help him into that occupation by force."

Another question is, "What would you do if the school-house caught fire?" and the candidate must be sure to say, "I would have the children pass out as tho

for an ordinary recess and go out last, myself, carrying my register of attendance." Sometimes the candidate forgets to mention the children and the official assumes that she would probably leave them in the building.

Another question which the non-professional interlocutor always asks is, "How do you teach reading?" and, of course, the candidate must explain and then listen to a dissertation on the superiority of the a b c method, but let her beware how she enters into an argument in favor of her own normal school product; if she worsts her opponent he may take a dislike to her, and if she allows herself to be partially convinced he may consider her under contract to teach his way.

If, however, the question be in regard to the teaching of arithmetic, and the questioner is a business man, she will do well to pay heed to his sayings, for he knows whereof he talks.

Let us sum up, then, by agreeing that good looks, appropriate dress, cultured speech and manner, energetic bearing, and a large amount of common sense, together with high professional qualifications and unimpeachable credentials, will usually enable a woman to obtain a position in which she can earn anywhere from two hundred to a thousand dollars a year.

### Evening Play-Centers.

The New York board of education has already begun the experiment with a number of evening play-centers, says a writer in the *December Century*, some for girls and some for boys, in the ample basements of school buildings that used to stand idle while the street taught its lessons. Pushing open the door into one of these play-centers, the visitor meets a composite rush of sound like the roar of the ocean, and is confronted by a kaleidoscope of humanity, which gradually resolves itself into the figures, long and short, tidy and unkempt, Jew and Gentile, of a thousand boys gathered at long tables all up and down the big room, playing checkers, dominoes, crokinole, and the other harmless games. Over in a corner a few little chaps are reading, or, with careful thought, selecting books from a small library.

In a room beyond, athletic boys in all sorts of humorous improvised costumes are preparing under their director for a contest with another team. Class-rooms are occupied by intellectual boys, in the alphabet of whose desires A stands for American History or Authors' Readings instead of Amusement or Athletics.

Owing to lack of funds, play-centers are still so few that only those over fourteen, who cannot be commanded to go to school in the daytime, are invited to attend. But this class it is particularly important to reach. New York, like most other cities, has offered for a long time evening grammar schools and high schools, helpful and important in their way, but only attractive to the sober and earnest and industrious, to whom the night temptations of the street are least alluring. Besides these is always to be found in the crowded districts a flotsam and jetsam of young population, too tired or indifferent to spend the evening in work, that drifts about until it finds its kind. Then comes the saloon or the dance-hall, hot blood and swift purpose, and afterward mischief and lawlessness and the things done that should have been left undone.

For such the board of education's oases of wholesome play, open every night without money and without price, with no condition except that those who enter must be over school age, are a deliverance from temptation.

The committee of the Chicago Principals' Association, which prepared the course in nature study, has done a work worthy of high commendation. The portions already published in *THE SCHOOL JOURNAL* have been well received and have proved helpful to many teachers. Inquiries have come to the editor for the outlines prepared for grades six to eight. Seven and eight are still under way. The work for grade six will be given next week.



# The Professional and Financial Side.

Conducted by William McAndrew.

The wellsprings and the aims of teaching are so opposite to those of business that examples of business success seem to suggest chiefly what should not obtain in the conduct of schools. Competition is the life of trade. It is the death of teaching. Those systems that beat down teachers' salaries, that hire the cheapest, so threaten the health of coming citizenship thru cheap education given it, that the state very properly steps in with laws requiring a standard of fitness for teachers which parsimonious school boards may not disregard. New York city and two or three states have passed laws forbidding teachers to be paid less than certain sums per annum. This is revolutionary.

Most of the readers of THE SCHOOL JOURNAL recall rules which provided that teachers should not receive more than designated sums. However, it is not at all unusual, yet, to find not only school boards, but school superintendents who desire to make a record for economy by seeking what they can save off the salaries of teachers. Superintendents are known whose salaries are raised because they have been instrumental in keeping down the taxes by paying the teachers less than in preceding years. This is feeding the stableman for starving the horse, rewarding the gardner for parching the plants, clothing the nurse for stripping the children: A fool performance, a blind boomerang-throw.

When a noted founder of a famous school announced the application of the same principle he used in business, "It shall be our motto not to pay two dollars for teachers who can be had for one," he was sincerely applying business methods. Why is that poor practice in employing teachers? Because teachers are not salable commodities nor have they to offer that which may be bought out and sold.

Teaching-service is based on spirit not on profit. The aim of trade is to make money. A good business man is one who accumulates profit. The aim of teaching is to serve humanity. The impelling force of it is love. This is where it coincides with the ministry. To fill a pulpit according to the lowest bid is no more absurd, no more base, than to hire the teachers who will take the place at the lowest salary. But this is still a practice. Instead of saying to the agency, "get us the best teacher you can find for \$1,500 a year," the president of the board writes, "try to get her here at \$1,200. If not successful try her at 1,300. After a day or so try her at \$1,400. We will not go above \$1,500." The clever business man who engages the teachers for X academy believes that by waiting until the summer vacation he can pick up better men at much less salary. To buy wives so should be no more revolting, for the service given the children of the nation in the schools should not be polluted with the stain of trade and barter.

If, then, competition is repulsive in employing teachers; if educational service cannot, because it is spiritual service, be bought and sold, what is the salary of teachers for? It is for the same thing that the stipend of the minister is given, for maintenance.

Teachers should have so much as will put them in condition to render most effective service to the children, no less. How much is this? It is enough to buy clothes, food, books, and living quarters. Enough to take one to an uplifting concert now and then, enough to let one pay his share of church expenses, buy some toys for his children, feel occasionally the joy of giving hospitality, and pay the premiums on insurance against incapacitated old age or danger to beloved ones thru death of the bread-winner. That is the purpose of a teacher's salary? No real teacher will ask for more; most of them are giving this rich country loyal service for a great deal less. But their service, loyal and earnest tho it be, is not good enough because it has not backing enough behind it.

It is no difficult matter to estimate what it costs to live comfortably in any particular place. Rent is fairly uniform; grocer's bills can be computed. A dozen ordinary householders could calculate yearly expenses without much trouble. If one were going to get a basis of comparison by which to estimate suitable living salaries it would be valuable to get estimates on the yearly cost of a good living for a man of twenty-five years and family; a man of fifty years and family and for a single woman. These are the three examples furnished by Mr. C. N. Jones, of the Equitable Life Insurance Co., as being representative conditions. The man's family is considered as a wife, two boys, and two girls.

In arriving at an understanding of the basis of salary in any town get as many persons as possible, not teachers, to compute the proper expenditure for these items.

## Kinds of expense per annum.

Rent  
Light, fuel,  
Table, ice, etc.,  
Household repairs, addition to equipment,  
Service,  
Clothing,  
Newspapers and periodicals,  
Books and library dues,  
Church, charity, etc.,  
Amusements, concerts, etc.  
Carfare, travel (not for recreation)  
Summer outing,  
Health—Doctor, dentist, medicine,  
Insurance premiums,  
Professional dues,  
Hospitality,  
Savings for old age,

Man of 25 and family	Man of 50 and family	Single woman
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An average of fair estimates made by persons, not teachers, would be a good workable basis for the minimum salary for the teacher of the age and condition specified. It is the lowest sum that the poorest teacher should receive, for it is what is necessary to keep a person in condition for good work. Upon it as a basis should be made increases for special excellence, faithful service, etc.

It will be observed that this scheme of salaries proposes a different basis for men and for women. Making a living wage the basis of a salary schedule, how could it be otherwise? Our present social conditions permit the man of family to leave his home each morning and to work for their support. The wife is kept at home. School systems have generally refused to accept mothers of families as teachers on the ground that such women are unable to give enough attention to the children of the school. Common public opinion calls for a single woman as a teacher. The living wages of a single woman are less than those of a married man. The familiar war cry "equal pay for equal work" assumes that the teachers wage is payment for his work. A claim not tenable more than it would be in the case of ministers' stipends. "Equal pay for equal work" would require the Helena teacher, where board costs three dollars a day, to work for the same as the Bowling Green teacher where board costs three dollars a week. Married men make the best men teachers, so the school boards say, therefore base your men's salaries on the presumption of marriage. Married women make the poorest teachers, so the school boards say; therefore base your women's salaries on the presumption of celibacy. This seems to be about as near as you can get to a rule for getting a working basis for salary schedule for a whole system. If this is thought to work so much injustice as to injure the schools, provisions should be made to prevent it. The good of the schools is the only deciding cause. You can't make the intention of enabling a woman to support the whole family the basis of a salary scale.

## Leaders Among American Schoolmen.

### Composite Sketches.\*

Take it all in all, Chicago could not ask for a better superintendent of schools than she has in Mr. Edwin G. Cooley. He is in many respects wholly unlike that other great educational administrator, Dr. Maxwell, the head of the New York city school system. In common with the latter he possesses rare executive powers, a tremendous fund of energy, a clear ideal of a well-organized school system of large proportions, persistency, scholarship, and a firm belief in teaching as a distinct profession. Both men are blest with physical strength and vigor, but while Dr. Maxwell, tall, reserved, ceremonious, aristocratic, impresses strangers as one difficult of approach, Mr. Cooley seems the embodiment of hearty good-nature; he is accessible, democratic, the Middle West type of American who is often found in control of state conventions.



Edwin G. Cooley.

Mr. Cooley has the calm, judicial mind which weighs carefully each question brought before it for decision; slowly arriving at a conclusion and then consistently acting in accordance with the conviction formed. He is slow to speak, being rather a good listener, and gathering suggestions. Yet he never evades the expression of his honest opinion when that is asked for. Thus he impresses one as having a large fund of great reserve power.

In a marvelously short time Mr. Cooley has established himself as the acknowledged head of the school system of Chicago. He came from a country school containing twelve teachers, to the superintendency of a system including approximately six thousand. He was faced at the beginning with a shortage of revenue—something not unusual in Chicago. There were warring elements within the teaching force, and opposition to everything having the semblance of innovation. Political pull was more than a myth in determining appointments. Tact, diplomacy, courage, and skilled generalship were required to gain the confidence and good-will of all with whom he was to be associated. He was soon master of the situation. Nor did he resort to tricks and compromises. The teacher's consciousness of the child to be educated as the supreme consideration was ever vivid with him, and he remained true to that consciousness. He had taught in almost every grade of school, and had pursued studies

in education for several years. The highest interests of the school children must be paramount, whatever else may have to yield: That was the rock on which he struck.

Mr. Cooley has convinced the board of education of the wisdom of his suggestions and propositions. The board believes in him. Measures that had seemed hopeless to present to the board were endorsed and adopted. Mr. Cooley's business sense won the admiration of the good business element controlling the affairs of the board. When an appalling shortage seemed to necessitate the closing of the schools it was Mr. Cooley who, without experience in dealing with so great a matter on a large scale, came forward with plans that saved the situation. The hardship inflicted upon a few individuals in consequence of the retrenchments naturally gave rise to criticism and to display of hostility, but Mr. Cooley calmly adhered to the course which he knew to be right, never wavering in his faith in the final outcome as the best that could be done for the children in the schools.

Mr. Cooley's skill in organizing the work of his office has reduced friction to a minimum. Reports and clerical details have been confined within limits of reasonableness. The superintendent has been enabled to come and keep in touch with principals and teachers. His desire has been, from the first, to learn every detail of the work and to know, personally, as many of the teachers as possible.

The principals have recognized Mr. Cooley's professional ability and have themselves been aroused to greater activity in all matters pertaining to the duties and opportunities of their positions. The resuscitation of the Principals' Association was in itself an achievement rounding to his everlasting credit. That body was all but defunct when he took the helm. A proposition to disband had already been considered in all seriousness. Even the most faithful could not get themselves to be regular attendants at the monthly meetings. Now all is changed. Without any sign of compulsion the greater majority of the principals find it to their advantage to be present, as something of value is always to be expected. The association has been divided into committees which are at present working on a new course of study, with the aim of broadening and at the same time unifying the work. Some of these committees have already printed their reports and placed them in the hands of the teachers. The discussions have been carried into the various school councils and a live interest awakened.

The district and central school councils are composed of delegates chosen by the teachers of the several schools. These councils have regular meetings and discuss matters of importance along educational and administrative lines. It is the desire of the superintendent that the teachers shall feel personal responsibility for the improvement of school work and that the results of their deliberations will be considered by him. This feeling of responsibility must needs increase the efficiency of the teachers, and the schools will be correspondingly benefited.

Always an indefatigable worker himself, Mr. Cooley knows how to get the largest amount of work out of his subordinates. Believing firmly in constant self-improvement he has instituted promotional examinations for teachers. No single act has created as much opposition among the teachers of Chicago as the latter. Mr. Cooley frankly acknowledges the defects of the system and deplores the necessity for resort to an imperfect method of selection, but at the same time "promotional" tests will continue to be held until something better presents itself, which will more truly establish a teacher's merit.

Naturally the views expressed by teachers with reference to this matter of Mr. Cooley's merit tests vary. In

\*There have appeared in this series estimates of Dr. Maxwell and his in New York city (issues of Oct. 17, and Nov 7.) and an article on Superintendent Cooley by Dr. Arnold Tompkins (SCHOOL JOURNAL of Nov. 14). Sketches of U.S. Commissioner W. T. Harris and of Superintendents Soldan, and Greenwood will follow.



a composite estimate such as this a typical criticism should no doubt be included, in order to show the grounds upon which the opposition is built. We select an extract from a letter by one of the most respected teachers in the system:

"We have always had in Chicago a high school, a normal school, and for a number of years a cadetship, so that the conditions for gaining entrance into the Chicago schools have been such as to insure a high degree of efficiency. There has always been a great deal of individual study among the teachers. Under Mr. Cooley's new so-called "Merit" system, which now prevails, no teacher is eligible for promotional examination, unless she first has reached an average of at least eighty per cent. under a secret marking system in vogue here in Chicago. This has developed a spirit of toadying among both principals and teachers and has been conducive to favoritism, since even the merit system has not freed either principals or superintendents from the usual human frailties, and the fawning, cringing principals have flocked to the superintendent, and, in the same way, the fawning, cringing teachers have flocked to the principals, since the principal's mark for efficiency depends largely upon the estimate of the superintendent and the teacher's mark for efficiency in like manner depends upon the estimate of the principal."

The wholly different judgment of Dr. Arnold Tompkins, principal of the Chicago Normal school, upon this point, was printed in THE SCHOOL JOURNAL of Nov. 14. He stated positively that the "merit" is a merit list. A judicious woman principal describes the plan in these words:

"By this system cadets and teachers are placed on a list for appointment, according to the marks received from principals and superintendents for their work in the class-room. Those highest on the list receive the first appointments, and there is no longer such a thing as 'pull' in this particular. Granting the defects in the marking system and the difficulty of establishing a fair standard, all that can be done to make such marks fair and honest is being done."

Friends and opponents of the measure are, however, agreed that the superintendent believes in even-handed justice, and has set his face squarely against favoritism. Those who have tried, thru personal influence, are, perhaps, the most emphatic in their acknowledgment of it.

Aside from encouraging self-improvement by emoluments, Mr. Cooley has supplied unusual opportunities for continued professional growth. Normal extension work has become a part of the school system, and Mr. Cooley has announced that next year he hopes for a larger appropriation so as to extend the work still more widely. Experienced educators hold classes in various parts of the city to meet the demands of the ever increasing number who desire work along special lines—all without any expense to the members of such classes.

In addition to the fruits of Mr. Cooley's administration, which were mentioned in these pages two weeks since, reference should be made to the improvements in the night schools. So great has the impetus been that never, in the history of Chicago, has there been such a flocking to the night schools as during the present session. The finest corps of teachers and principals in Chicago is engaged in the work. That the requirements of those are satisfied who are most in need of this instruction is proven by the unprecedented enrollment and the still more astonishing regular attendance.

They who have known Mr. Cooley longest are the most enthusiastic of his friends. All who come in contact with him must be impressed with his earnestness and sincerity. The board of education is unanimous in the recognition of his stern integrity of purpose and unflinching determination in the pursuit of whatever he feels to be right. Honesty of purpose, tact, impartiality, persistency, scholarship, and splendid executive ability—these are the qualities that should encourage the teachers of Chicago to have confidence that their best inter-

ests will be his care, while the friends of education everywhere may look to Chicago for steady and intelligent progress along educational lines.

## A Kindergarten Creed.

Helena, Montana, where Mr. Randall J. Condon is superintendent of schools, organized, in September, the Helena Kindergarten Council. This is the first kindergarten organization in Montana, and the first of its kind in the northwest. There is a kindergarten connected with every primary school building, with bright, well-trained teachers in charge, each of whom receives a salary of eighty or eighty-five dollars a month. The rooms, equipment, and supplies are modern in every sense, and the most progressive work is being done. The kindergartens have the enthusiastic support of the citizens; the last two things they would be willing to lose from the school system are the kindergarten and manual training.

At the October meeting of the Kindergarten Council, after an animated discussion of the aims, principles, and practice of the kindergarten and its essential place as an integral part of the school system, Superintendent Condon announced that he would like to have every member express in the form of a "creed" her ideals of the kindergarten and its work. The creeds were to be submitted unsigned, and each member was to be furnished with copies of of them all. At the November meeting they were to select by vote the one they thought best expressed the kindergartner's belief in her work. The beautiful "creed" given below, written by Superintendent Condon, was adopted:

### Text of the Creed.

"Heaven lies about us in our infancy."

I believe in little children as the most precious gift of heaven to earth. I believe that they have immortal souls, created in the image of God, coming forth from him and to return to him. I believe that in every child are infinite possibilities for good or evil and that the kind of influences with which he is surrounded in early childhood largely determines whether or not the budding life shall bloom in fragrance and beauty, with the fruit thereof a noble, Godlike character.

I believe it to be the mission of the kindergarten to

"Step by step lift bad to good;  
Without halting, without rest,  
Lifting better up to best."

I believe in play as the child's normal effort to understand himself thru free self-expression; and I believe, too, in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

I believe in freedom, but not in license; in prompt, cheerful, obedience; in accuracy, regularity, punctuality, industry, and application; that wisely directed self-activity should result in self-control, in self-forgetfulness, in an increasing desire to choose the good, true, and beautiful, and to contribute to the happiness of others. I believe in cultivating the intellect and the will, but I believe, too, in soul-culture, and that out of this cultivation comes the more abundant life bringing forth the fruits of the spirit—kindness, gentleness, joy, peace, truth, faith, hope, love, reverence for God, for each other, and for all his lowly creatures.

I believe that the white city of God, with its river of life and its tree of life is the divine type of the kindergarten with its life-giving love, sunshine, and companionship, and its symmetrical unfolding of all the beauties of child-life—physical, mental, moral, spiritual.

I believe that the work of the kindergartner is the holiest and happiest of all earth's tasks.

To this work, Father, I believe thou hast called me, and to it I give all that thou hast given to me of insight, and wisdom, and strength, and love, and gentleness, and patience, and humility.

## The Largest School in the World.

The future public school No. 62, the contract for which has just been approved by the board of education, is attracting unusual interest. This comes from the fact that it will be, not only the largest school in New York, but in the whole world. The site is in Hester street, between Norfolk and Essex streets, and cost \$518,000. The neighborhood is one of the most densely populated in the city, and, big as the school will be, it will be none too large for the children of the nearby tenements.

Real estate in that neighborhood is high in price, and, when the building committee were considering the building, they decided to make it adequate to the needs of the neighborhood. So there will be seating capacity for 4,500 pupils who will be in charge of a corps of 124 teachers and two principals. If this is not an army it is a good-sized brigade.

The building is to be built deeper down into the ground than usual and also higher up in the air. To make this possible large elevators, the first in the New York public schools, will be installed. There will be four in the building, two for the boys and two for the girls.

Instead of giving an entire floor to the boys and another entire floor to the girls, as is now customary, the division will be vertical. Thus, there will be practically two schools in one, in which the boys and girls are entirely separated. There will be separate entrances for each. The boys' entrance will be on Essex street and the girls, entrances on Hester and Norfolk streets.

Another departure in the construction will be the auditorium. Instead of having it at the top of the building so that, to reach the room it would be necessary to climb several flights of stairs, it will be in the basement, and its gallery will be on the level with the first floor. The auditorium will seat 1,600 persons. It is expected that this number of grown-ups will attend the course of free lectures given in the school in winter time.

The principal advantage of having the auditorium in the basement is that lectures may be given there while classes are in session, without interfering with the pupils. It will also do away with the sliding doors now in use in the schools. The hall will be 93x93 feet, and the entrance will be from the Seward park front.

The building will be of the French Renaissance style, the exterior of buff and blue Indiana limestone, gray brick, and terra cotta. There will be a gray slate roof, with copper trimmings. The cost of construction will be \$519,049. The building will have 75 feet frontage on Norfolk street, 200 feet on Hester street, and 200 feet on Essex street.

In order to make it easy for parents of pupils to get access to the principals the offices will be on the first floor instead of at the top of the building, as is the case in the other schools. On the sixth floor there will be a gymnasium, a cooking room, a workshop, two baths, and two locker rooms. There will be in all 2,635,850 cubic feet of space within the building.



The new Public School to be erected on Hester Street.

As the school faces Seward park it is expected that the children will make the park a playground, and thus have an advantage few public schools in the city possess.

The school is expected to be finished in two years if no labor troubles prevent. C. B. J. Snyder, architect and superintendent of buildings of the board of education, designed the proposed structure. It may be added that the building, with its six stories, is something of an experiment. If it proves successful, then ten and twelve story buildings will probably appear.

## The Heavens in December.

The starlit December sky is superb, for it is graced by the most beautiful stars and constellations. In addition to magnificent Orion, who greets us two or three hours after the close of the evening twilight, we have in the same section of the sky, but further to the north, the beautiful group of the Twins, with Castor and Pollux shining conspicuously. Still higher above the horizon, and a little south of the Twins, is the Bull, including the brilliant Aldebaran.

A little lower than Orion, and further north, is the Lesser Dog, with the great star Procyon. Nearer the horizon is the Greater Dog, which contains the most beautiful of the fixed stars, the dazzling Sirius. High in the northeast is Capella, the most important object in the constellation of the Chariot. In the southwest is Altair, the middle star of the three which compose the prominent part of the group called the Eagle. Far down in the northwest is the Lyre. East and south of this constellation is the Swan, or Northern Cross, with the bright star Deneb not far from its center. Almost due north is the Dipper with its "pointers" showing the way to the Pole star. In this general section of the sky are the Lady in Her Chair with five bright stars, the Lynx, Chariot, and Perseus.

The last full moon of the year came on the fourth and will be followed by the last quartering on the eleventh. The December new moon comes on the eighteenth and the first quarter comes the day after Christmas.

Neptune plays a prominent part in December, as it opens the phenomena of the month by being in conjunction with the moon on the sixth, and closes those of the year by being in opposition with the sun on the twenty-seventh.

Jupiter is the ruler of the evening sky. On the seventh he is midway between opposition and conjunction with the sun. He is in conjunction with the moon on the twenty-fifth. Venus and the waning moon are at their closest on the fourteenth, and, in fact, close enough to have an occultation take place. Venus will soon become an evening star again.

Uranus approaches the moon on the eighteenth, and, at almost the same time, comes in conjunction with the sun, and so closes the year as a morning star. Saturn and Mars are in conjunction on the twentieth, while, two days later, they are in conjunction with the moon. Mercury meets the moon on the twentieth, but the planet is so near the sun that he can only be seen thru glasses.

The most important event of the month is the beginning of the astronomical winter. On the twenty-third of the month the sun enters the sign of Capricornus. On this date the sun touches his utmost limit of southern declination and the days are of their minimum length. For a short time the sun seems to stand still in its course, but a change soon comes, and a minute is added to the shortest day. The change is at first invisible, but is soon detected by a faint lingering glow in the twilight. When December closes three minutes have been added to the day's length.



## The School Luncheon.

A subject which is worth most careful attention is the school luncheon. This is particularly true in the cities where the tendency toward the use of food of little nutritive value is greatest. In the country, if coarse, the food is at least unadulterated and almost always abundant. But in the cities multitudes of public school children go at noon to some bakery and make a meal of cakes, pastries, and knick-knacks.

In spite of the widespread efforts to better the conditions of the school luncheon, in far too many places it continues to be a hurly-burly eating of cold and bad food. This may be in part due to the fact that school boards, being business men accustomed to rapid-fire methods of lunching see nothing injurious in this practice for school children. But the children, being at a growing age, need the best of nourishment. If they do not receive it the physical vigor of the urban population is sure to decline.

What is necessary for the child is food enough and not too much, and food that is nutritious. Society, in order to protect itself, must take cognizance of these questions.

The school's responsibility for food and race improvement is well shown in an article by Ellen H. Richards, of the Massachusetts Institute of Technology, in *Social Service*. Her remarks on the school luncheon are particularly practical.

"The school," she writes, "that undertakes to provide a noon luncheon comes in for its share of responsibility, for the child at school needs to have temptation to indiscriminate eating removed. Modern school life is exciting at best, and the school luncheon should be such as to quiet rather than excite. The food of the child at school is second in importance only to that of the infant, and the parent who neglects this part of his child's bringing up is culpable. If the general family table is well cared for there will be less danger to the youth of school age from the food he finds at the noon luncheon at school. Those who provide such a luncheon should bear in mind that the child is going back to study, in not too good air, often in very bad air. Therefore, not much blood must be taken from the brain, but circulation must be promoted so that fresh blood may be brought to the brain cells before they are too exhausted to benefit by it. The mental forces need to be gently stimulated, not rendered torpid, as is the case when the child becomes sleepy. For quickening the circulation, fluid, and warm fluid is best in many cases, as hot milk, soup, if not greasy, and cocoa. Cold fluid, as milk or fruit, is often acceptable. Vigorous children can take the fluid in the form of water and the solid in the form of bread and butter, with or without meat; or in the form of crackers which appeal to children and, if well masticated, seem to agree with them better than the excessively yeasty bread so common. American children will not be satisfied without something sweet. This may be due to some physiological necessity not yet understood, as that of a quick-burning fuel which can be consumed at once and leaves no ash behind; one which, while it gives less energy, yet requires less energy to convert into useful material. Whatever the cause, this liking for sweets must be heeded and that form given which will serve the best, namely, fruit-sugars, as far as possible, and milk-sugar, as soon as it can be had for ten cents per pound. All dried fruits—dates, figs, raisins—are excellent foods and should be freely furnished.

"If luncheon is served at a table, well-made hash, creamed fish or chicken, well-made stews, eggs, cold meat, baked apples, or light pudding may be added. Pastry, doughnuts, custards, etc., should be excluded since their assimilation demands too much expenditure of energy by the digestive apparatus. In winter a nut-cake may not be too hearty for the robust ones who demand strong food, if these rich and sweet things are not eaten to the exclusion of other and less heating things.

"No other form of social service will give so full a re-

turn for effort expended as the help given toward better diet for children, and in no other direction are there so many blind roads leading nowhere. Help is coming fast. The United States government is giving much study to food problems and by publications is making available the work of other countries. What is now needed is a general recognition of the importance of the subject, especially to the growing child."

## N. E. A. at St. Louis.

The reasons for the selection of St. Louis as the N. E. A. convention city for 1904 are set forth in a press notice issued over the signature of Sec. Irwin Shepard, which reads:

The city of Seattle withdrew the invitation presented at Boston because it was found impossible to complete the proposed auditorium before July, 1904, and also because the local authorities deemed the available hotel and boarding accommodations of that city inadequate for the entertainment of such a convention. Portland, Oregon, extended a cordial and well supported invitation which was favorably considered.

After a full canvass of the situation the executive committee deemed it advisable for all the interests of the association to hold the convention in 1904 in St. Louis, and so decided by a unanimous vote at a meeting held in Chicago, Nov. 9.

It is proposed to modify the usual plan for the meetings by making the various features of the exhibit the chief topic for all papers and discussions. The presence and co-operation of eminent representatives of foreign educational systems are assured to assist in comparative and thoro studies of the exhibits which will be the prominent feature of the convention.

It is proposed to hold a meeting of the department presidents in St. Louis about Jan. 1, to formulate plans for the convention programs.

The dates for the convention are not yet determined; three dates are proposed, and the executive committee invite an expression of opinion by the members of the association as to the most acceptable dates, viz.: June 28 to July 2; July 5 to 9; or July 12 to 16.

## N. E. A. Reports.

The volume of proceedings of the Boston convention of the N. E. A. is nearing completion and will be ready for distribution soon. As the edition will number 18,000 copies, delivery may not be completed before January 1.

In view of the large number of applications for reprints of the papers of certain departments it has been decided to print 500 "separates" of each of the following named departments which will be bound separately with cover, title page, and index, and sent by mail, while the supply lasts, at the nominal prices indicated.

The General Sessions, 15 cents per copy.

The National Council, 10 cents per copy.

The Dept. of Kindergarten Education, 10 cents per copy.

The Dept. of Elementary Education (not including joint sessions), 5 cents per copy.

The Dept. of Secondary Education, 10 cents per copy.

The Dept. of Higher Education, 10 cents per copy.

The Dept. of Normal Schools, 10 cents per copy.

The Dept. of Manual Training (including joint sessions of Elementary, Art, and Indian Departments) 10 cents per copy.

The Dept. of Art Education (not including joint sessions), 5 cents per copy.

The Dept. of Child Study 10 cents per copy.

The Dept. of Physical Training, 10 cents per copy.

The Dept. of Science Instruction, 10 cents per copy.

The Dept. of Special Education, 10 cents per copy.

A reasonable discount will be given on orders for ten or more copies to one address. The complete volume will be sent express prepaid to any address for \$2.00.







**JOLIET PUBLIC SCHOOLS**

REPORT OF Henry Miller

FROM Sept. 1 TO June 3

9 CLASS Sixth GRADE

MONTH	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
1-2 DAYS ABSENT	2									
TIMES TARDY	1									
DEPORTMENT	G									
INDUSTRY	F									
ARITHMETIC	P									
LANGUAGE	F									
GEOGRAPHY	G									
HISTORY										
PHYSIOLOGY										
READING	G									
SPELLING	G									
PERMANSHIP	F									
DRAWING	P									
MUSIC	P									

E ..... EXCELLENT.  
 G ..... GOOD.  
 F ..... FAIR.  
 P ..... POOR, BELOW GRADE.

(OVER) Mary Smith TEACHER.

Diagram 10.

Classification sheets (Diagram 9), required at specified times, give the superintendent a clear exhibit of the exact condition of each room in the system of schools, concerning enrollment, grading, overcrowding of rooms, and similar conditions.

At the end of each month the pupils are given report cards (Diagrams 10 and 11), with a record of attendance and scholarship. On the back are spaces for parents' signatures.

Continued irregular attendance, if not satisfactorily accounted for, gives the principal occasion to use the "notice of absence and tardiness" (Diagram 12). This is sent to the parent without the pupil's knowledge.

One advantage of a system like this is that it furnishes a basis for comparative study of school statistics. Un-

PARENT OR GUARDIAN WILL PLEASE SIGN AT THE END OF EACH MONTH ON THE LINES INDICATED, AND RETURN THE CARD TO THE TEACHER.

SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	

PATRONS ARE CORDIALLY INVITED TO VISIT THE SCHOOL

OVER J. S. ALLISON Supt

Diagram 11.

**JOLIET PUBLIC SCHOOLS.**

NOTICE OF ABSENCE AND TARDINESS.

W. Hickory Street SCHOOL June 1 NO. 3

YOUR SON Frank

ABSENT 5 HALF DAYS - AND WAS TARDY 5 TIMES

YOURS DEEPLY,  
Mary McPartlin PARENT.

Diagram 12.

fortunately at present the statistics of too many school systems are incomplete, inaccurate, and more or less untrustworthy.

### British Educational Commission in Oklahoma.

The party which visited Oklahoma was a part of the original commission of twenty-five which came to this country to study the American public school system. After a brief trip thru Eastern states the commission split up, each party visiting a portion of the country.

The five Englishmen visiting Oklahoma were G. I. Cockburn, chairman of the Leeds school board; W. C. Fletcher, M.A., late Fellow of St. John's college, Cambridge, now head master of Liverpool institute; C. I. Hamilton, B.A., F.S.S., Cambridge university, professor of economics in the University of Wales; the Rev. W. Jephson, M.A., member of the London school board, and H. L. Rathbone, vice-chairman of the Liverpool school board. The party included Edward Atkinson, Jr., of Boston. The gentlemen are typical Britishers, and Mr. Atkinson is a typical Bostonian. They have the mannerisms in speech and action common to the people of England and Boston, and are very interesting in conversation.

They came, they said, to America, to study the American and the public school system, and they were glad to be in the West, where they could find the true type of both. They visited the schools of Guthrie, the capital city of Oklahoma, and as a body they expressed themselves as greatly surprised at finding such a city and such schools in a place that was opened to settlement only fourteen years ago. They seemed to think this one of the marvels of modern civilization.

At the high school the gentlemen all made speeches. They aroused the enthusiasm of the students by their speeches and by calling for several songs and the high school yell—which the students gave with a will. The students will remember this visit of our distinguished friends from across the water, not alone for their words of encouragement and cheer, but also because the commission is representative of the educational system of England.

All the members of the commission were surprised at the growth and development of this new country in education and business enterprise, and they prophesied (what we all feel) that Oklahoma will be one of the greatest states of the Union.

From here the party went to Texas and on their return stopped at New Orleans, whence they left for Washington, planning to sail for home December 2.

BLANCHE E. LITTLE.

President Eliot does not believe that women can indulge much in athletics without injuring themselves, and he condemns boating, putting the shot, and such violent forms of exertion for women. "Women," he says, "were not intended for such violent exercise as men, and some of the things they go into must strain them. Women's athletics are a good thing in moderation, but for them to try to do all that their brothers do is a mistake. They will only injure themselves in the attempt."



## Salaries of Grade Teachers.

The Philadelphia Teachers' Association has prepared a comparative statement of the maximum salaries paid women grade teachers in forty-three cities of the Union. Philadelphia is the last of the list. The statement shows that the maximum salary of \$670 paid the women grade teachers in that city is \$136 a year less than the general average for the forty-three cities named in the list, which is as follows:

City	Population in 1900	Maximum Salary
New York,	3,437,202	\$1,440
Newport,	22,034	1,000
Chicago,	1,698,575	1,000
San Francisco,	342,782	996
Washington,	273,718	950
Jersey City	206,433	936
Boston,	560,392	936
Butte, Mont.,	30,470	900
Yonkers, N. Y.,	47,931	900
Oakland,	66,980	900
Cleveland,	381,768	850
Milwaukee,	285,315	840
Pueblo,	28,157	808
Peoria,	56,100	809
Seattle,	80,671	800
Cincinnati,	325,902	800
Los Angeles,	102,479	760
Omaha,	102,555	760
Denver,	133,859	760
New Bedford,	62,442	750
Portland, Ore.,	90,426	750
Cambridge,	91,886	750
Memphis,	102,320	750
New Haven,	108,027	750
Worcester,	118,027	750
Toledo,	131,822	750
Providence,	175,599	750
Minneapolis,	202,718	750
Newark,	246,070	750
St. Louis,	575,238	735
East Orange,	21,506	725
Savannah,	54,244	725
Detroit,	235,704	725
Spokane,	36,848	720
Salt Lake City,	53,531	720
Long Branch,	8,872	700
Holyoke,	45,712	700
Passaic,	27,777	700
Grand Rapids	87,565	700
Pittsburg,	321,616	700
Buffalo,	352,387	700
Bloomfield, N. J.,	9,668	675
Philadelphia,	1,293,697	670
Average salary for the forty-three cities,		\$806

Relative to the table the Teachers' Association says:

"These figures have been carefully compiled. The argument that a high grade of teachership is necessary if Philadelphia is to maintain its high place as a manufacturing city will appeal to every citizen who is interested in the industrial progress of this community.

"Philadelphia was the first city in the United States to establish a school for the training of teachers, and for years, under the leadership of such men as Roberts Vaux and Thomas Dunlap, showed the highest appreciation of the value and importance of the teachers' work. But now we are confronted by the fact that she has slipped back to the forty-third place among the cities of the Union in the maximum pay given to her public school teachers. From being a leader in educational affairs Philadelphia will, at this rate, soon be hobbling along at the end of the procession.

"It is a truism in education that as is the teacher so is the school. Hence if we are to have good schools we must have good teachers—the best that can be secured, and the best of any purchasable or hired commodity costs money. If parents only appreciated as they should the marvelous influence for good of a corps of first-class teachers, and could realize the serious loss in time, distaste for study and careless habits resulting from poor teaching, they would give the necessary time and money to see that their children had the best teaching possible to secure. They would also see that their children's teachers were made thoroly comfortable and contented in financial matters.

"It cannot be that it is because we do not desire the best for our children that we have departed so far

from the fundamental principle set forth in the act of the legislature establishing our free public schools in 1834, and which authorized the employment of 'competent teachers at a liberal salary.'

"Why should the greatest manufacturing city of our country be outranked in this respect by forty-two other cities? Education is a prime necessity for success in manufacturing. Science and art have made manufacturing what it is. The former improving machinery, cheapening processes, saving waste, getting more products from raw material; the latter shaping products into more desirable forms. And science and art need a well-laid foundation of elementary education for their development.

"Statistics are so clear upon the question of the wonderful influence of education as a wealth-producing agency that our city councils and our mayor should not only find the means of granting the present modest request of the board of education for an appropriation to increase the salaries of our public school teachers, but should also, in the near future, provide for another increase, which would place the salaries of our teachers more nearly on a par with what are being paid elsewhere.

"This would enable our teachers, as a body, to do comfortably and satisfactorily what some of them are already trying to do at an unnecessary sacrifice, and that is, to continue their development in culture and professional knowledge."

Dr. Isaac H. Stout.

In recognition of the faithful services of Dr. Isaac H. Stout whose death occurred November 9, State Supt. Charles R. Skinner, of New York has sent out the following memorial:

November Thirteen, Nineteen Hundred Three.

It is my sad duty to announce the death of our friend and co-worker Doctor Isaac H. Stout, who for the past eighteen years has been associated with the institute work of this Department, as conductor and as supervisor. At sunrise on Monday, November nine, after a long but hopeless struggle, his strong, brave spirit took its flight—leaving us but the memory of a busy, useful life.

It is needless to recount to those who knew and loved him the sterling qualities of head and heart which endeared Doctor Stout to us all and which equipped him to render such efficient and unselfish service to the cause of education. To me his death is a personal loss which I cannot fully estimate. A long friendship without a break became so intimate and tender that I must publicly acknowledge my indebtedness to and my dependence upon him thru all these busy years.

At two-thirty o'clock on the afternoon of Wednesday, the eleventh instant, a simple but very impressive funeral service was conducted by Doctor Remick, of Geneva, in the Reformed Church of Farmer, Seneca county, the village where Dr. Stout passed his boyhood days, and where in his early manhood as principal of the village school he made a lasting impression of his worth as teacher and friend. The church was filled by the companions of his early life and the friends of his later years, including many of his intimate associates in the Department of Public Instruction. He was laid to rest in the family lot in the village cemetery, the members of the State institute faculty acting as bearers.

Believing that his associates in the State Department of Public Instruction desire an opportunity to give public expression of their respect to Doctor Stout, and confident that many of those thruout the state who have been encouraged to nobler endeavor by his words of cheer and inspiration are moved by the same desire, I have decided to arrange a memorial service to be held in the offices of the Department of Public Instruction on Monday afternoon, the twenty-third of November, at three o'clock. I hope that many of the educators of the state, who have for so many years been associated with Doctor Stout, will be able to be present on that occasion and unite in giving expression to their high esteem of him who has gone, but whose works will live."

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING DECEMBER 5, 1903.

The action of the New York city principals, in requesting the board of education to restore permission of resort to corporal punishment in the schools, has given rise to excited discussions of the time-worn subject in many teachers' meetings over the whole country. Few of the arguments advanced in favor of a return to the rod, which have found their way into print, have been either profitable or convincing. The editorial comments in the newspapers have been, as a rule, unedifying and flippant. The best recent statement of some of the reasons for the abolition of the rod at school is probably that by Dr. Bogen in THE SCHOOL JOURNAL of Nov. 28.

The Male Teachers' Association of New York city set aside its meetings of November 21 for discussion of the topic. The guest of honor on this occasion was Pres. H. Coward, of the English National Union of Teachers, who had put off his return to England in order to be present. As a member of the Mosely commission he had had an opportunity to examine into American common school affairs. As practical schoolman he never, in the discussion of educational questions, loses sight of the actual conditions among which teachers are placed. He said:

We are not troubled in England over the question of corporal punishment, because there every principal has the right to inflict it when deemed necessary. In many of the larger cities of England there is even now a movement on foot to relax the rules somewhat and vest the same right in the class teachers.

I have no hesitation in saying that, while there should not be too much corporal punishment, and while it should be used only as a last resort, there is a certain kind of boy that comes from a certain kind of home to whom corporal punishment is a necessity if anything good is to be made of him. Out of every hundred boys, ninety-nine of them will behave themselves without it, but it is the hundredth boy that is the serious menace to proper discipline in the class-room, and in his case the rod should not be spared. Every teacher will at some time find himself between the devil and the deep sea, and in such stress that he is driven to do in violation of rules what he should be able to do with regularity and recognition.

Prin. Myron T. Scudder, of the New Paltz Normal school, put himself squarely on record as a firm believer in the efficacy of physical reprimand and stimulant to obedience. Dr. T. David Schultz, a physician, and Prin. Bernard Cronson both argued for restoration of the rod under certain conditions. The lateness of the hour prevented satisfactory presentation of the dangers that must needs arise in a large school system in which physical penalties have the sanction of the board of education.

There are weighty reasons in favor of a wisely restricted permission for the humane application of physical pain in the government of children. The authority of righteous law must be established. Even adult society has not yet risen to the plane where policemen and jails and military force have become unnecessary in sustaining obedience to the laws of society and of the state. At the same time the infliction of physical punishment is sure to rouse animal instincts with all the evils that follow in the train of animalism. Thoughtful educators must ever be divided in opinion, according as they are conscious of the evils of either horn of the dilemma. There is substantial agreement, however, that the child must be given every assistance to become master over his animal propensities. There ought to be unanimity also as regards the duty of educators to train children in obedience to principles of righteousness as represented by law. Authority must be established: it represents the voice of conscience in the ideal man after whose image the child at school is being formed. Those who can meet their full educational responsibility without resort to physical force are to be deemed fortunate.

Those who must call the infliction of pain to their aid to accomplish the greater things in education have our sympathy. It is better that the boy should suffer temporary physical discomfort than that he should go to Gehenna.

We have not in times past wholly agreed with Pres. E. B. Andrews, of the University of Nebraska, tho his intellectual ability has called forth admiration. In his address in New York city before the Delta Upsilon fraternity he dealt mainly with the obscuration of real culture, which he declared at the present moment is observable in the United States. He said that the United States cannot to-day so well as formerly face the criterion of Lowell when he said that the measure of a nation's success is the amount it has contributed to the truth, the moral energy and intellectual happiness, the spiritual hope and consolation of mankind.

He scored the cold greed and rapacity with which business is carried on, declaring that while mercantile honor is not unknown, it is relatively rarer than heretofore; that promoting deals, stock manipulations, market rigging, in intent and effect as bad as highway robbery, has become a regular business, and the public has become so accustomed to it that it makes no protest.

These are deserved criticisms; and if college presidents generally will not speak out for fear they may lose an endowment from some lucky "operator" it is more to the credit of Dr. Andrews that he exhibits the courage needed. We certainly are off the track in many things; heads have been turned because considerable money has been made by a few persons, but the high end of education is not gold or silver.

The utterances of distinguished clergymen on the Thanksgiving day just past seem to recognize almost universally the need of moral instruction. Rev. Dr. Dix asks many heart-searching questions, the first being What can be done to introduce moral instruction in the schools? And he says that to this as to all the other questions no heed will be paid.

That is, at present. But it will not always be so. There are signs which indicate that the teacher is to ascend to the higher platform of moral teaching. All careful observers agree that some specially organized force is needed to lay a moral foundation in society, or the prosperity of which we boast will only add to the ruin which must eventually ensue. In other words, the moral workers are too few. Besides the preachers all the teachers are needed. A million are none too many to labor for righteousness in a population of seventy millions.

Up to the present educators have been concerning themselves with courses of study, with planning how to add to the 3 R's, drawing, literature, science, manual training, and nature study. These will add to the ease and value of industrial life, it is true; but there is something needed by the men who have managed to get more money than was possible fifty years ago. Dr. Dix pertinently asks, "What can be done to stop extravagance, display, and show?" Lacking moral principles the gainer of money considers lavish and useless expenditure as the only attainable end. But a change is inevitable; those who have moved forward pedagogically (and the number is large) see that a further step is absolutely essential. Men must know how to be happy with or without money. The foundation of happiness is morality. We are not uttering new truths. All thoughtful teachers agree on these points. What is lacking is courage and concerted effort in advancing to the higher ground that is before the teacher. He must be not only a participant in enlightenment but in morality.

The Rev. Dr. Richmond asked in his sermon, "Shall American men and women mold themselves on the lines of luxury, business success, and mere intellectual expansion? Who are most talked about and written about? It is the millionaire—what he does, where he travels,



what he eats, what social function his wife attends, and what property he has bought." Dr. Richmond pointed out the need of a nobler ideal. He pointed out the need that the teachers of the entire country hold up a nobler ideal before the millions of youth.

## Fifty Years in One Superintendency.

A career of fifty years in the management of a single school system is almost, if not quite, a unique experience in our educational history. But such is the record of Supt. William White Cottingham, of Easton, Pa.,



the senior school superintendent of the United States. Fifty times without a break he has been re-elected. For half a century he has directed the energies and shaped the aspirations of the school children of Easton, Pa. Such service is rare if it is not without a parallel in American education. All thru the exciting decade preceding the Civil war, and the war itself, thru seasons of business depression and buoy-

ancy, thru the days when all eyes were turned toward Pennsylvania because of the Molly Maguires, and from that time until his state was again seat of interest because of the coal strike of last year—the might of the influence which has been Dr. Cottingham's in this time is almost enough to take one's breath away.

The fiftieth anniversary of Dr. Cottingham's election as superintendent of the Easton schools was fittingly celebrated on October 28. Prominent educators of the state, the teachers of Northampton county, the children of the public schools, and the citizens of Easton, all united in paying honor to the organizer and administrator of their school system. It is not an easy task to estimate the good done to a community by such a work as Mr. Cottingham's has been, but this celebration by his fellow-townsmen is perhaps the most striking testimonial possible to his honorable service.

William White Cottingham was born in Easton in 1824, his parents belonging to well-known families. The boy's earliest education was gained in private schools, for there were no public schools in the state at that time. In 1834, the public school law went into effect and the citizens of Easton soon opened a school. Mr. Cottingham was one of the first pupils, so that he has been connected with the city's public school system thru its entire history. In 1844, he was admitted to Lafayette college and was graduated in 1848. He was at once elected tutor in the college, a capacity in which he served a year. He next entered the Princeton Theological seminary, remaining there for two years, when he was invited to take charge of an academy at Haddonfield, N. J. He was quickly recalled to Lafayette, however, but he soon resigned as he desired a better position.

While he was casting about for some opportunity he was asked to accept a position at an advanced school in South Easton. During this engagement Mr. Cottingham became so interested in his work that he decided to make teaching his profession. In August, 1853, he was elected principal of the high school at Easton. In less than four weeks it was voted that he act also as inspector of all the schools. His salary for both positions was fixed at \$40 per month. Thus began the connection with the Easton school system, which has never been broken.

To comprehend even in slight degree what Mr. Cottingham has done for Easton it is necessary to look at the system as it was when he took charge. The state

superintendent's report for 1853 reads, concerning Easton schools:

"They failed to secure either sympathy or encouragement from the many prominent and influential citizens of the town. This was owing partly to the fact that private schools furnished a more thoro and elevated course of instruction than the limited provisions of the public schools would admit." Much trouble was caused by the clamor and opposition excited in the town against the then existing school management; caprice rather than settled principle guided it. The story is told that, at one time, all the children congregated in the streets, not knowing where to go at the commencement of the session. One of the school directors told them to go where they pleased, so each chose his own school.

Mr. Cottingham at once set about bringing order out of the chaos. On Dec. 10, 1854, a committee was appointed by the borough of Easton to take the steps necessary to having Easton made a separate school district. Mr. Cottingham drew up the papers and a special act was passed by the Pennsylvania legislature, separating the borough of Easton from the jurisdiction of the county superintendent.

In January, 1854, he proposed the plan which still governs the management of the schools. This includes a plan for a high school, the systematic arrangement of subordinate schools, and a full and regular course of studies for each. The plan was presented to the school board and unanimously adopted. Mr. Cottingham at once applied himself to thoro organization of the schools, drew a draft for graduations of all schools, and thus, started the successful machinery by which the schools of Easton are still governed. The development of this system has been the work of Mr. Cottingham's life. Tirelessly and unflinchingly he has faced the problems that have arisen, until he has made the Easton school system one of the best in the country, and himself an authority in educational circles.

The celebration of the fiftieth anniversary was a gala occasion for the city. The first event of the "Cottingham Day" was the dedication of the new Carnegie library, Prof. W. B. Owens, of Lafayette college, making the principal address. In the afternoon a formal celebration was held. There were addresses by the mayor of Easton, Horace Lehr; Supt. Henry Snyder, of Jersey City, a former principal of the Easton high school; Deputy State Supt. Henry Houck, and Pres. E. D. Warfield, of Lafayette college. Letters of regret were read from Supt. Edward Brooks, of Philadelphia, and President Roosevelt.

A fitting termination to the celebration was a banquet on the evening of Oct. 29. Among the speakers were State Supt. N. C. Schaeffer, of Pennsylvania; Prin. W. A. Jones, of the Easton high school, Russell C. Stewart, and H. J. Steele.

All the speakers paid the most glowing tributes to Mr. Cottingham's service and devotion. The following extract from the letter of Superintendent Brooks, of Philadelphia, is most fitting and may be considered to epitomize what was said:

"The occasion upon which you are assembled is unique in the history of education in this or any country. For a man to have been at the head of the schools of a city for fifty years is an event honorable alike to himself and to the community which he has served. It shows a wisdom and tact and peculiar personal fitness for the work upon his part, and a wise administration of official duty on the part of the representatives of the people, who could recognize this fitness, and with an eye singly to the interests of public education retain in official position the man whom they regarded as best fitted for the work.

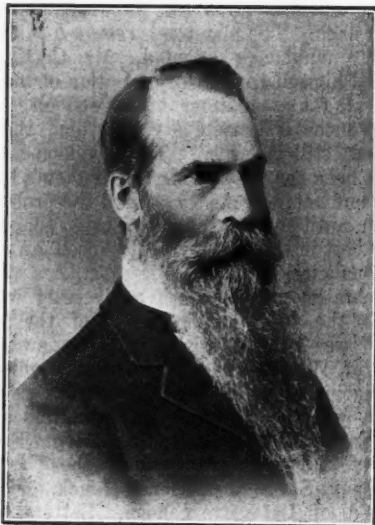
"To devote a lifetime to the welfare of others is to be deserving of the recognition and gratitude of humanity. A life devoted so completely and so successfully to the education of youth as that of Dr. Cottingham commands my most sincere and heartfelt admiration."



### Ezra D. Barker.

Ezra D. Barker, for thirty years the president and general manager of the University Publishing Company, died on November 15. The span of life accorded to him covers a most important period in the development of American education, and in this evolution he played no small part both as a teacher and publisher. Almost all that has been done pertaining to the organization of the common school system and the publication of books to meet the demands of that organization has occurred since 1824, the date of his birth.

Mr. Barker was born in Chester, Conn., but in his boyhood moved with his parents to Genesee county, in western New York. In accordance with the custom of the period he began to teach in the district schools early in life, but intended to pursue the work only until some other opportunity opened. At this time he met David P. Page, who was arousing a better conception of the importance of the common schools. Thru his influence Mr. Barker determined to devote himself to teaching, and so he entered the Albany Normal school, being graduated in 1846. He began to teach in Flushing, N. Y., where he remained several years. He was then appointed principal of Public School No. 6 in Brooklyn. In both of these places he was distinctive as a teacher. One of his classmates was



Ezra D. Barker.

Darwin G. Eaton who became eminent as an educator, being for many years the vice-principal of Packer Institute, Brooklyn. Another was William Orton, who became the president of the great Western Union Telegraph Company. Mr. Orton taught but a brief time and then entered the employment of Derby & Miller, at Auburn, N. Y. This firm moved to New York city and took offices in a building where the present *Times* newspaper is published. Here Mr. Orton became a member of the firm and he induced Mr. Barker to become an assistant in the extensive business carried on.

The book store of Derby & Miller was a famous one. Mr. Derby was a fluent talker and had an opinion on every topic of the day; people visited the store quite as much to hear what he had to say as to purchase books. Horace Greeley was a frequent visitor and he and Derby combatting opinions was a familiar sight in those days. Mr. Barker made Mr. Greeley's acquaintance at that time and was held in high esteem by the *Tribune's* editor. In this active bookstore he obtained a business ability teachers are usually supposed unable to acquire. After a number of years in this situation Mr. Barker became general manager for Mason Brothers, who published school books exclusively. They had just brought out the Analytical Readers and thru Mr. Barker's efforts they achieved a great popularity. Mason Brothers de-

cided to make organs and pianos and the firm of Mason & Hamlin was formed and became famous. The Analytical Readers were purchased by Taintor Brothers, who secured Mr. Barker to direct their adoption. They were exceedingly popular for a number of years.

In 1869 the University Publishing Company was founded, and in 1872 Mr. Barker became its general manager, an office he held until 1892; at that time he became president of the company, retiring only last year on account of failing health.

The period from 1872 to 1892 was characterized by great activity in publishing by the University Company. A few of its more notable publications were Maury's Geographical Series; the Gildersleeve Latin Series; the Holmes Series of Readers; Mathematics, by Venable, Sanford and Nicholson; Histories, by Holmes, Hansell and Jones; the Clarendon Dictionary, and the Standard Literature Series. This small part of the actual list of books published by the company under Mr. Barker's management shows something of his industry, activity, and good judgment in regard to the educational situation.

Outside of his business relations Mr. Barker played a valuable part in work for the betterment of society. He was prominent in church circles in Brooklyn and in the establishment of the Brooklyn Young Men's Christian Association, serving as its first president for a time. He was married in 1853, to Maria Day Otis, of Brooklyn, and began to reside at 385 Adelphi street, where he continued to live. Here he enjoyed the acquaintance of a large circle of appreciative friends. Soon after coming to Brooklyn he became a member of Plymouth church, but for the last thirty-five years he has been a member of the Clinton Avenue Congregational church, where for a time he held the office of deacon. He was married again in 1864 to Mary Anna Stott who died in 1894. He is survived by three sons, two of whom reside in Brooklyn and one in Colorado Springs, Col.

On retiring from the presidency of the company he went to his farm in Leroy, N. Y., where he had spent his boyhood days. He seemed to be in fairly vigorous health until injured a short time ago in getting out of a street car, but his health became weaker and weaker, until he finally passed quietly away on Nov. 15.

Mr. Barker may rightly be said to have been a contributor to the welfare of the world in all his capacities. He brought to his work great industry, purity of character, and keen discernment. By his death the publishing world has lost the companionship of a strong and worthy man.

The funeral of Mr. Barker on Nov. 18 was attended by many of his former friends. The University Publishing Company was represented by Messrs. Lawrence, Manson, and Dawson. The pallbearers were Messrs. E. A. Lawrence, Amos M. Kellogg, S. T. Dauchy, George M. Kendall, A. Sanger, and Henry Hale. The services were conducted by the Rev. Dr. MacLean, of the Clinton avenue Congregational church, and his remains were interred in Greenwood cemetery.

### Partial List of Contents of the School Journal Next Week.

The Indian Education Problem as an Indian Sees It. By John M. Lolorias.

School Gardens and What Can Be Done With Them. By Elizabeth Sanborn Knapp.

The Teaching of Grammar. By Supt. Robert E. Metcalf, Winchester, Mass.

New Course of Study for Chicago, Grade Six.

Schedule of Manual Training for the New York City Schools, Grade 2A. By Dr. James P. Haney, Supervisor.

An English View of President Roosevelt.

Annual Flower Show of the Cleveland Home Gardening Association.

Babylonia and Its Schools.

## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Scientific Devices for the School.

A number of interesting scientific inventions and discoveries have been made recently in Germany. Some of these may be useful in the school building.

**An Anti-Frost Solution.**—An excellent remedy against the freezing of windows, is the application of a mixture consisting of fifty-five grams of glycerine dissolved in one liter of sixty-two per cent. alcohol containing, to improve the odor, some oil of amber. As soon as the mixture clarifies, it is rubbed over the inner surface of the glass. This treatment, it is claimed, will prevent the formation of frost.

**Heat-proof Putty.**—Mixing a handful of burned lime with 120 grams of linseed oil, boiling down to the usual consistency of putty, and allowing the plastic mass to spread out in a thin layer to dry in a place where it is not reached by the sun's rays, yields eventually a very hard putty. When required for use it is made plastic by holding over the funnel of a lamp; on cooling, it regains its previous hardness.

**Disinfecting Apparatus.**—A new apparatus, of French origin, is based upon the evaporation of formaldehyde. The solution of formaldehyde is boiled in a vessel heated by spirit or other lamp, the escaping vapors being led thru a tube made flexible, so that it can be passed thru the keyhole of the door of the room to be disinfected. A gauge shows the level of the liquid, and scales are provided to show the amount of liquid to be evaporated to disinfect the room properly.

**Mending India-rubber Articles.**—For mending rubber articles the following is recommended: Articles are first freed of adhering foreign particles and thoroly dried. Varnish is removed by means of emery paper or a file, and the part thus treated is well rubbed over with benzine. The edges of the hole are then painted over with a solution of Para caoutchouc in benzine, a fitting strip of natural rubber being laid over it, and a solution consisting of four parts of benzine, three of carbon sulphide, and 0.18 part of sulphur chloride is applied to the edges by means of some cotton wool tied to a wooden holder, this solution serving to vulcanize and to increase the resistance of the rubber. The joined parts have, of course, to be well pressed together.

### Perishable Paper.

The matter of the durability of paper and ink is one of great importance. All the scientific attainments of our age, however, have not been able to produce a paper which will not decompose. The ancients were our superiors in this, as in several other sciences.

Paper manufacturers test the possibilities of every known substance. The simplest process of the ancients for making both paper and ink was better than our best. There are no secrets in the manufacture of the ancient article, but we cannot equal their product.

The efforts to remedy this state of affairs have been numerous. The pope at one time invited chemists and librarians from every part of Europe to meet in Switzerland to discuss the making of paper and ink. The engravers, lithographers, illustrators, and art lovers of Paris have become aroused to the fact that their work is doomed to destruction within a century. So they have petitioned the ministry to have two copies of every work struck on a special quality of paper. A similar movement was started in this country at the beginning of the use of wood pulp and coated papers. Nothing ever came from it, because publishers generally found it too much trouble.

In some cases the indiscriminate use of inferior paper may cause vexatious difficulties. In the case of much of the matter printed in recent times decay is a matter

of little consequence, so that it hardly seems necessary to become anxious over the quality of the ink and paper used by the ordinary publisher.

What is the life of a book as a marketable product? Glance over the publishers' lists of last year and see how many are on the current lists. Perhaps five per cent. of the fiction published is "alive" at the end of twelve months. In ten years this number is probably reduced to a fraction of one per cent. There is not much occasion for worry about destructible paper here.

Take our school books as another example. How many of the books in use ten or fifteen years ago are still to be found in the schools? Many of the old names are still with us, but the books have been remodeled and revised several times. The original work became so generally known that the name retains a value, altho the contents have been re-adapted to the needs of the hour.

Take a geography of the early nineties. How much would it show about Cuba, Porto Rico, the Philippines, or Alaska? The changes brought about by the Spanish war alone have rendered necessary a rewriting of much of our geography. There are few schools that would consider an American history failing to mention the Spanish war or the labor troubles of the last few years. The readers, grammars, and arithmetics have all undergone as great change.

The turning of events, the development of our knowledge of the demands in schools, and the evolution of ideas make our school literature short-lived.

Teachers are scarce in Kansas this year, says the *Western School Journal*, because—"1. The damage caused by floods, and the great wheat crop, have created an unusual demand for mechanics and laborers. 2. The minimum age required for teachers has been raised from sixteen to eighteen years. 3. The temporary certificate was dropped by the last legislature, and teachers coming from other places after the regular examination have no opportunity to be examined. 4. The great activity in business draws young people from the school-room to other occupations."



Recently Comptroller Grout suggested that all the various business departments of the New York city board of education should be combined and placed under one general superintendent of supplies. This cartoon, reproduced from the *Brooklyn Eagle*, shows what such a combination might mean to the superintendent of supplies to be.



### The Care of Text-Books.

Many school officials, particularly in the South, have, of late, roundly denounced the free text-book system. We submit the following rules recommended by the Maryland board of education which show a free text-book system that has worked well.

1. The secretary of each board of county school commissioners shall keep an account in a book for that purpose, of all text-books purchased by the board, and of all text-books furnished to the different schools in the several counties.
2. Each principal shall make out a requisition to the secretary of the board of county school commissioners for the text-books needed and authorized for use in his school, and in filling the same, the secretary shall deliver such text-books to the order of the principal.
3. Each principal shall be held responsible for the proper care and return of all text-books delivered to the school under his charge.
4. The principal of each school shall issue text-books for the use of the several rooms therein, on the requisition of the teachers, and shall keep an account with each teacher of the text-books so issued. Teachers shall be held accountable for the care and proper use of all the text-books issued to them by the principal. Each teacher shall also keep an account with every pupil, in a book provided for that purpose, of the text-books in use.
5. Before text-books are delivered to pupils, labels should be pasted in text-books, stating the number, district, and county of the school, and the ownership of the text-book, by the board of county school commissioners, with admonition for the proper care of the text-book, and each text-book should be covered with "Holden's Perfect Book Cover," or an equivalent, to be changed whenever necessary. The labels and book covers should be furnished by the county school boards.
6. Text-books may be taken home by the pupil, when in the judgment of the teacher it is necessary for study for the preparation of lessons.
7. All text-books, in any school, not in use for the time being, shall be promptly returned to the teachers for safe-keeping, and not allowed to lie about the room.
8. Any pupil wilfully destroying or injuring a text-book, shall be required to replace or pay for same, and may be deprived of the privileges of the school until this requirement is complied with.
9. In case of the resignation, withdrawal, or removal of teachers, a report of the text-books and supplies on hand shall be made by them to the principal, who shall make an examination to ascertain if all text-books are on hand, and in proper order, or if otherwise properly accounted for, and shall certify the same to the secretary of the board of county school commissioners before the salary of the teachers for the last term preceding such resignation, withdrawal, or removal shall be paid.
10. Ten days prior to the close of each term, a report on the proper blanks shall be made to the principal by each teacher, of all text-books previously issued under the free text-book law, showing the number and condition of said text-books. After ascertaining the correctness thereof, the principal shall, within ten days after the close of the term, make a like report to the secretary of the board of county school commissioners of all text-books issued during the term to the school of which he has charge, indicating any discrepancies that may exist in the account of any teacher. The secretary shall withhold the last payment of the salary of any teacher whose account is found to be incorrect, until the matter is adjusted to his satisfaction.
11. Each board of county school commissioners, before the first day of October of each year, shall report to the state board of education the number of text-books issued to each school during the preceding year, with the number lost or destroyed, the number on hand and their condition, and the amounts received for injuries to text-books, and for total destruction or loss of text-books; and the title, the name of the publisher, and the net price paid for each text-book purchased, for publication in the annual state school report.
12. All principals shall be required to send to the office of the secretary of the board of county school commissioners immediately upon the receipt of any text-books, a statement giving the quantities and conditions thereof. Any text-books which are defective in any way shall be at once set aside, and not used.

### Union Labels for Text-Books.

A question which seems to be coming to the fore more and more prominently is that of the union label for text-books. This is the gradual development of the labor question in the printing of school books. More than one adoption in the past has been decided on this question. But the demand for the label is a somewhat new departure, regarding which the various publishers appear to be divided in their opinions. Some think the matter will not amount to much, while the majority seem inclined to believe that the use of the label may become an important question.

About a year ago the Montana legislature passed a law requiring the union label on all school books. This was declared unconstitutional and it is upon this decision that some

of the publishers base their opinion that the union label is not a possibility.

Since this decision was made there have been several municipal movements along the same line. To cap the climax the American Federation of Labor appears to have given particular attention to the subject. While the federation has not endorsed the idea for the whole country, it has advised that the matter be taken up in the separate states. The federation has also adopted measures toward making several of the large presses around Boston, where many text books are printed, union shops. Whether the federation leaders will be able to carry out this purpose is a disputed point. If they do, these establishments will be able to use the label on all their productions and thus a wedge will be inserted which will compel other publishers to meet this move. It seems reasonable to suppose that the leaders of the federation have taken this method to compel all school books to be printed eventually in union shops and by union labor.

Last winter when the Montana legislature had passed its union label bill the state superintendent wrote to the publishers to see how many could meet the new conditions. Practically none of the important book houses could have placed the label on their books. The text-book publishers, as a rule, have their work done by contracts and so they are in no position to certify to anything regarding the labor employed. Under these circumstances it would appear that if the union label is forced upon the trade, many of the houses would have to revolutionize their business connections to a large extent.

### A Polite Request of Publishers.

A month ago there appeared in these columns an article setting forth the abuses which result from "Sample Copies." Apropos of the points therein set forth, the following circular letter, issued by the department of public instruction of South Dakota, at Pierre, and addressed to publishers is of interest:

"In 1901 the South Dakota legislature passed a law providing for the establishment of school district libraries. That law reads in part as follows:

"The county treasurer shall withhold from the apportionment of July, 1901, received from the interest and income fund or other income for the schools of his country, an amount equal to ten cents per capita for each person of school age residing therein, and annually thereafter, an amount equal to ten cents per capita for each person of school age, which money shall constitute a library fund and shall be used in the purchase of library books. The county superintendent, county auditor, and principals of schools in villages employing more than one teacher, shall constitute the county library board. Annually, between the first day of July and the first day of September, the county library board shall meet at the call of the county superintendent, who shall be the chairman of said board, and expend the money provided for in the purchase of books selected from the list prepared by the superintendent of public instruction."

"Under the provisions of the law this department has issued an initial library list and two supplements. At the present time we purpose discarding the old lists and issuing in their stead one that shall more fully meet our growing needs. The proposed volume will cost from \$500 to \$800, and the department appropriation will not permit such an expenditure. However, should book publishers—the ones who are directly benefited by the list, be willing to pay for its publication, we shall gladly prepare a catalog fashioned somewhat after that issued by the Wisconsin department. We propose that publishers shall submit for examination such books as they would place in the new catalog; all books approved by this department to be numbered so as to conform to the catalog numbers and to be placed upon our library shelves. Rejected books will be returned to publishers. We desire to apportion the expense of printing the catalog among the book houses according to the number of their publications listed, payments to be made direct to the printer. It is our hope that all who publish desirable library books shall be represented in the forthcoming list, and we respectfully solicit your co-operation."

### Copyright Conditions.

The United States treasury department has rendered an interesting decision on copyright matters in the case of Edward Schubert & Company, of New York. It covers the copyright and importation into this country of books printed in a foreign country from type set in the United States or from plates made therefrom.

The decision states that, if the statutory requirements relating to the procurement of the copyright are complied with and the books are printed from type set within the limits of the United States or from plates made therefrom, the books are not liable to the prohibitive provisions of the statutes. These forbid the importation of copyrighted books not printed from type set within the limits of the United States or from plates made therefrom.

The department explains its ruling by calling attention to the fact that the statutes do not provide that books shall be printed in the United States if the type or plates have been produced here as ordered.



### Carving Tools.

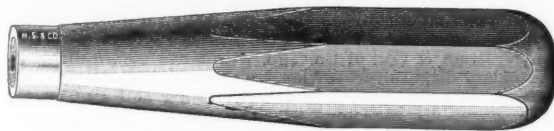
The men and women of power are the men and women who can do things as well as think and say things. Ability to work and to put brains into work is what is needed. The growing generation must be trained to create wealth, to make or grow or develop something. These are the ideas which have been behind the manual training movement. It is this view that is making schools equip themselves with



A Set of Carving Tools.

manual training appliances at the present time as never before. In addition there is coming a more determined demand for manual training in the grades. And so where it is impossible to give a complete set of tools sets are being provided for doing one sort of work.

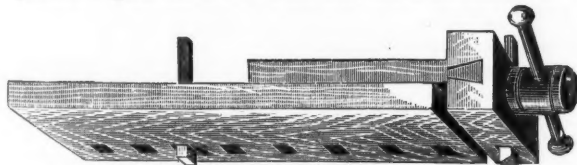
In spite of the comments of a famous educator that manual work in the grades is all foolishness, the schools are taking it up more and more. As boards consider what industry to introduce we would speak a word for carving. For the training of eye, hand, and mind no better art has ever been devised. Watch a skilled carver. How delicately his fingers slide over the tools as they move across the wood! Just the exact amount of pressure is exerted to produce the best result. The hand is so trained that the sharp tool



An Adjustable Handle.

never varies from its proper line. The mind has been called upon to furnish the artistic conception which the hands have been called upon to follow. The whole man is thrown into achieving this result.

These advantages have led wood carving to be introduced into many institutions. Many other schools, as they become more and more convinced of the educational soundness of the arguments in its favor, will take it up. In the art of wood carving the work depends to a large degree upon the tools. While a bad workman cannot produce a good result with the best of tools, a good workman is equally unable to produce a good result unless the tools are in the best condi-



A Carver's Bench.

tion, medium or poor tools being fatal to good results. Thus in purchasing tools for wood-carving only the best should be procured. We submit illustrations of the carving tools carried in stock by Hammacher, Schlemmer & Company, who are well-known as being headquarters for the finest tools of every kind. The set represented is one by the celebrated London maker S. J. Addis. Long experience and a careful study of wood carving has enabled this manufacturer to produce the best tools for the purpose.

To emphasize the importance of the best possible tools, a few words as to the work they have to perform will be sufficient. A careful observation of the different separate tools

in the set shown in the illustration, discloses the fact that all are very similar in shape. As the fingers are the best instruments for modeling, this idea has been carried into the art of wood-carving, and the tools are made to resemble the different fingers. By this method of construction the most delicate work can be done and the finest results produced.

Having obtained the required shape, the maker must understand the kind of steel necessary for the tool. This point is where the ordinary maker of carving tools fails. Thru lack of experience he does not thoroughly understand the demands on the instrument. The steel must be capable of taking the finest edge and holding it, and at the same time must be able to resist strains from using it as a lever in every direction.

The sharpening of the instrument counts for much, the proper amount of bevel on each side of the tool being a secret which should be understood by all carvers, altho unfortunately it is not. A proper edge having been obtained, the carver will take his place over the rough wood. If a bench (see the accompanying illustration) is provided, better work can be secured but it is not absolutely necessary. In the same way a large wooden handle is recommended. The chisel is driven into the wood and at once the workman gouges, twists and bends his instrument to get the desired design. In a few seconds the tool, delicately sharpened, is compelled to bear strains from all directions. The best of everything is absolutely necessary to stand such usage. And after the hands have been trained to work in harmony with the brain, the product will be an artistic conception beautifully executed.

This set of the Addis' carving tools contains twelve handled and sharpened pieces. Ten of them are gouges and chisels of different sizes, depths, and shapes. In addition there is a washita oil stone, a washita round edge slip, an Arkansas triangular file, a special Arkansas carving tool slip and a carver's marker.

Any one interested in this subject would do well to write to Hammacher, Schlemmer & Company, for catalog No. 1096, devoted to carvers' tools and appliances.

### A Noiseless Eraser.

One of the vexatious problems of school economy is that of the eraser. Blackboards are, under the best of conditions, difficult to clean, especially as the natural desire is to avoid dust and noise. We are all familiar with the clouds of chalk dust that are prone to settle over everything in the school-room, and the shrill squeaks that disturb the quiet as the eraser goes back and forth when the ordinary eraser is furnished to the schools. Dann's noiseless eraser, manufactured by E. W. A. Rowles, of 177-179 Monroe street, Chicago, Ill., does away with dust and noise, and does not injure the blackboard surface. It is cheaper than the ordinary kind of eraser; in fact a guarantee goes with each one that it will outwear five or more ordinary erasers.



This improved eraser is made entirely of the finest wool felt, without wood, metal glue or cement, the face being stitched to the back in such a firm and substantial manner as to render it practically indestructible. It has a wearing face two inches wide, solid felt, by one and a quarter inches deep. The average eraser has a wearing surface of one and one quarter inches by a quarter inch. The Dann eraser is so constructed that the strips of felt forming the face open easily to the whole depth of the eraser, making a perfect dust channel which will gather and hold the dust instead of sending it flying thru the room.

By this manner of construction a successful utensil is produced. It cannot injure the finest blackboard surface in the hands of the most awkward or careless child. It can be thoroly cleaned by a few strokes on the edge or face with a stiff brush. A slight consideration of these advantages should lead to an early trial which will prove that no school system can afford to be without this bit of equipment.

### Sanitary Noiseless Floors.

The problem of acoustics is one of the most important problems which the school architect has to solve. Of all public buildings, in the schools it is most necessary to reduce all sound to a minimum. It has been found that many if not most objectionable noises come from defective flooring, defective in the sense of not being noiseless when walked upon.

The Crown Sanitary Flooring, manufactured by the Robert A. Keasbey Company, of New York city and Buffalo, is designed to remedy the evils connected with floors. It deadens the sound, is fire-proof, non-absorbent, elastic to the tread, and never becomes slippery. Thus it possesses qualities which many of the fibers and special preparations for sound deadening lack.

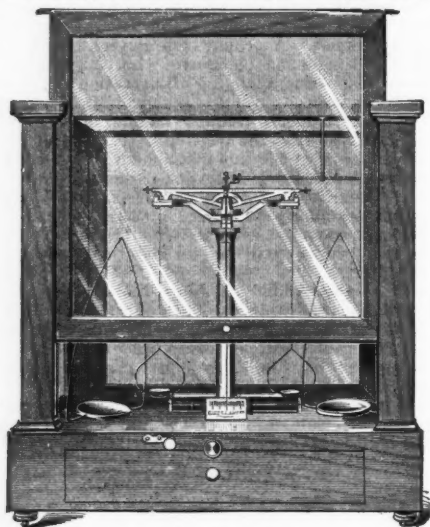
The flooring is a cement put up in barrels, accompanied with a liquid. When the two are mixed in equal proportions there forms a plastic combination similar to a rich Portland

cement and a sharp sand in equal parts. It can be applied to matched flooring, old floors, steel or concrete, any good cement finish, or granolithic. The adhesion is perfect and will give a sanitary flooring that will wear. It is the equal to any of the cement floorings, and in many places where there is much travel will not disintegrate by abrasion. It is said to give better service than any cement preparation.

"Crown Sanitary Flooring" can be made in several colors and laid without seams, or joints, or in several other forms to suit the surroundings.

#### Laboratory Apparatus.

The announcement that Eimer & Amend have been appointed sole agents for the "Stendler Re-agent Bottles" shows how complete that firm keeps its equipment for all



A Delicate Balance.

things electrical, chemical, and physical. Their line covers not only the apparatus for schools, but for experts in all these lines. This house is one of the best in the country for supplies of this nature. Long fair dealing has made its reputation a standard of comparison. Again the extensive knowledge and experience of the house in each of the various branches of the trade enables it to give full and correct information respecting any new instruments or inventions.

At the present time there seems to be an invasion of this part of the equipment trade by fake or bona-fide agents selling poor apparatus. A great cry of warning has been raised against them and in many places the advice has been "not to buy." Better advice would be "Buy only of reliable firms." In this way the school boards would be sure to obtain good, useful, and accurate apparatus. The school supplies of Eimer & Amend are the best and the latest. Good apparatus is the only kind that is worth buying and this is the only kind supplied here.

In considering the point of buying only good apparatus a school board should think of the benefits the pupils are to derive from the scientific study. If the learning of a few physical laws or chemical reactions is the desired result the best apparatus must be used to obtain that result. If the desire is to make the pupil accurate in his work and a close observer, again good apparatus must be procured, for accuracy cannot be taught with slipshod instruments, nor observations made carefully if the instrument is demanding more attention than the experiment.

The accompanying illustrations show two pieces of the ap-

paratus furnished by Eimer & Amend. They are an air pump and a balance. No apparatus in use for instruction in physics or chemistry needs to be made better. Such instruments as these are in use in the leading laboratories and have the endorsement of the leading scientists. The balance, for instance, is susceptible to the weight of  $\frac{1}{100}$  of a gram. The air pump is equally delicate.

For anything in use in a school laboratory write to Eimer & Amend, 205-211 Third avenue, New York.

#### Four in One.

The educational value of games has been recognized for a long time and the applications of the card game have been seemingly endless. The publishers have been obliged to devote their energies not to creating a market for such articles but to preparing new games. The Milton Bradley Company, of Springfield, Mass., has just added to its list of supplies a set of cards which might well be called "The Four in One." The one set of cards can be used for four interesting games which are sure to prove highly entertaining as well as instructive.

The first game is called "Chamber of Commerce" or "Korner." This is one of those good games that some genius is occasionally inspired to create, so far removed from the commonplace as to be interesting and fascinating. This game is not noted for the quietness with which it is played, but it will amuse and entertain a large number of people. Everybody gets busy at the word "play" and keeps it up until the market is cornered. The rules are simple, few in number, and easily learned.

"Desperation" is played with the same cards as "Chamber of Commerce." It is of a different character and less noisy, but interesting, and for any number of players from two to six. Each player has a "cinch" which he is continually trying to get rid of. "Desperation" is an attractive game and finds favor with everybody.

Two other games can be played with the same cards. "The Funny Duster Family" is a simple game composed wholly of laugh-producing ingredients. The second, "I Doubt It," is another of the same sort.

#### Brief Items.

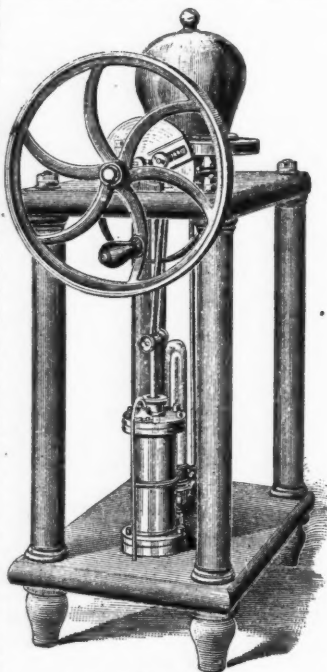
The Stronghurst Mfg. Co., of Stronghurst, Ill., make a book cover which is ornamental, simple, cheap, and durable. It is a perfect, automatic book cover, adjustable for application to different thicknesses of books of any size, in such a manner as to leave the title on the back of the book exposed to view. Special terms are made to schools on all orders.

On Oct. 17 the Alaskan boundary dispute was settled. With characteristic promptness W. & A. K. Johnston, the celebrated map publishers of Edinburgh, immediately revised their map of North America, and lithographed a new edition. The maps showing the new Alaskan boundary was on sale in the hands of their United States representatives, A. J. Nystrom & Co., of Chicago, within one month after the boundary dispute was settled. Such enterprise would reflect credit upon any United States publishing house. The new map shows Mt. McKinley, which has recently been discovered to be the highest mountain in North America; also the island discoveries of the Sverdrup expedition in Arctic North America near Ellesmere land.

The Holden Patent Book Cover Company, of Springfield, Mass., has increased its business until it now covers the whole of the United States. The past year's business has been the largest they have ever had and before long they will doubtless cover the books of the world. This prosperity is due to two things: the quality of the goods sold, and the honesty of the management. Those educators who have had the pleasure of knowing the Holdens personally are the most loyal friends of the company, for they know the Holdens will never put an inferior article on the market. Their policy is to meet competition by making superior goods. The company and their goods are worthy the investigation of any one interested in the problem of preserving and repairing books.

The program clocks of the Fred. Frick Clock Company have met with a wide favor. The following list of recent installations shows that their popularity is in no way diminished:

Randolph Macon institute, Danville, Va.; Colorado Springs college, Colorado Springs, Col.; High School No. 5, New York city; Parson's college, Fairfield, Iowa; High school, Tacoma, Wash.; State Normal school, Shepherdstown, Va.; High school, Owensboro, Ky.; Friends' school, Wilmington, Del.; Pastor's school, Philadelphia, Pa.; St. Joseph's church, Pierz, Minn.; High school, Hastings, Mich.; St. Mary's college, North East, Pa.; High school, Adrian, Mich.; High school, Coatesville, Pa.; High school, Mattoon, Ill.; Francis W. Parker school, Chicago; School of Education, University of Chicago; Northwestern Texas Normal school, San Marcos, Texas; Montana School for the Deaf and Blind, Boulder, Mont.; Central State Normal school, Mt. Pleasant, Mich.; Ohio Wesleyan university, Delaware, Ohio; State Normal School and Industrial college, Greensboro, N. C.



A Powerful Air-Pump.



## The Educational Trade Field.

The headquarters for bookmen during November have been in Atlanta, where many of them have been working for Georgia adoptions. A number of the best known men in the field have either spent the month there or have dropped in for a few days. More than forty representatives of twenty-four publishing houses were on hand.

We regret to learn that the son of Joseph H. Coates, of Boston, was refused a delegate to introduce a resolution calling for the adoption of uniform text-books in public schools, the books to bear the union label. It was declared that this was a matter for each state to settle for itself.

At the meeting of the American Federation of Labor in Boston, permission was refused a delegate to introduce a resolution calling for the adoption of uniform text-books in public schools, the books to bear the union label. It was declared that this was a matter for each state to settle for itself.

On Friday, November 20, William W. Innes, of the American Book Company, reported for duty as manager of the Cincinnati branch for the last time. That day marked the end of sixty years of continuous service. Mr. Innes is in good health and only retires because he thinks that he is entitled to a vacation.

We are glad to learn that Mr. G. W. Holden, president of Holden Patent Book Cover Company, who was injured by an automobile some weeks ago, is getting along nicely. He has already been able to go out driving. His many friends hope for a rapid and complete recovery.

B. S. Warner, who has been the representative of Silver, Burdett & Company in New Jersey, has resigned to accept position with the New York Life Insurance Company.

Mr. Metcalf, the well-known representative of Allyn & Bacon, is to open an office in New York.

The plant of the Avil Printing Company, of Philadelphia, has been destroyed by fire. The loss will be nearly \$500,000, as the company was engaged on a large number of publications. Many sets of Ridpath's Library of Universal Knowledge, a Universal Anthology, Warner's Library, and other well known sets were burned or ruined. The new catalog for the University of Pennsylvania was consumed.

The following books have been adopted for use in the Providence, R. I., high schools: Noye's "Analytical Chemistry," Well's "Inorganic Analysis," Scott and Denny's "Composition and Literature," Hyde's "Two-book Course in English," and Fraser and Squair's "French Grammar."

North Carolina and Alabama have both adopted "Agriculture for Beginners," published by Ginn & Company, for exclusive use in the state schools.

State Superintendent Carrington, of Missouri, has warned school directors against fraudulent agents who attempt to sell library books. This sort of deception could be checked easily if the directors would supply themselves with the official list and be guided by that. One of these agents worked his school library scheme in St. Francois county. He was arrested, but succeeded in escaping from the sheriff.

The firms of the J. W. Bond Company, and Cushing Company, of Baltimore, Md., have been united into the Cushing Company. The new company handles books, manual training and kindergarten material. The officers of the company are: President, W. Eason Williams; vice-president, A. Y. Dolfield; secretary, R. W. Graves; treasurer, F. A. Dolfield; general manager, H. M. Hebden.

The George M. Savage Advertising Agency, Detroit, Mich., has moved into fine new quarters in the Newberry building of that city. L. I. Bromley, of the *Detroit Free Press* advertising staff, has resigned to take charge of the agency's outside interests. The firm is composed of George M. Savage and Richard F. Reaume, who have been associated in advertising nearly twenty-five years.

Miss A. B. Barnes, well known thru her connection with various women's publications and general magazines, will assist Professor Charlouis as advertising representative for the Kellogg list of educational publications. Miss Barnes is perhaps best known as former manager of *The Modern Priscilla*, of Boston, and by her connection with such publications as the *Home Needlework Magazine*, *The Household*, *The Atlantic Monthly*, and fashion journals, and has also had the handling of several lines of general advertising. She will be glad to furnish desired information regarding circulation, rates, etc., and will be especially pleased to meet or correspond with those advertisers who have not quite completed their plans, and might find helpful the advice of a practical advertiser of experience.

Henry Lomb, of the firm of Bausch & Lomb, of Rochester, N. Y., the largest manufacturers of optical goods in the world, celebrated his seventy-fifth birthday on Nov. 24. His method of celebrating the anniversary was a most pleasing one to the 1,200 employes of the firm. Every employe was notified that Mr. Lomb had decided to celebrate his birthday by presenting each of them with a bank account. In addition they were given the opportunity to take out life insurance to the amount of \$500 at reduced rates if they desired, the first premium to be deducted from the amount given them. The amount each employe is to receive will be determined by his weekly wages.

For a long time there has been a demand for a school supply house in West Virginia. This is now met by the Acme Publishing Company, which has acquired a stock of school equipment. Blackboards, desks, chairs, maps, globes, and in fact everything wanted in a school will be furnished. Mr. I. G. Burchinal, who has had several years' experience as a teacher, and much business training, has charge of the new department of the company's business.

Mr. Cram, manager of the educational department of D. Appleton & Company, has just returned from a ten days' trip thru the South. He is enthusiastic over the appearance of the first primary book of the reorganized house. It is an arithmetic, and the authors are Young and Jackson.

An employe of the American Book Company in New York was recently arrested on the charge of stealing twenty-four copper book plates. The plea that he had used them as sinkers for fish lines was offered. The judge fined him fifty dollars, however, as he said they were the plates of important books and had caused the company great inconvenience.

At the recent convention of the American Federation of Labor at Boston a committee was appointed to organize the Riverside Press, the University Press, and Ginn & Company, all of Boston, and have them use the Union label.

J. M. Olcott & Company, 167-169 Fifth avenue, Chicago, are busy at present bringing out a new series of atlases which covers the history of the United States, England, Ancient Greece, Rome, and Europe in general. Schools will find the series well adapted to their needs. On its mechanical side is furnished an interesting method of atlas binding. The leaves are so fastened as to be interchangeable, and more leaves can be added if desired, thereby enabling a teacher of history to pursue a plan of his own in teaching history rather than forcing him, on account of the arrangement of maps, to follow a plan of the publishers' devising.

The Baker & Taylor Company's *Monthly Bulletin* has a circulation of more than 24,000. It contains the titles of latest and best selling books of all the publishers, together with some breezy announcements for the business man in the book line.

A. C. McClurg & Company's new holiday catalog of their own publications should be in the hands of every book-buyer between now and Christmas. It is profusely illustrated with full-page pictures and portraits, in addition to a large number of inserts of the colored illustrations for which this firm is becoming especially well-known. Altogether it is one of the most finished productions in the way of an illustrated descriptive catalog ever brought out, and deserves wide circulation.

William R. Jenkins has issued his annual catalog of French and English holiday books and French calendars and games for 1904. For any one interested in matters belonging to France and French publications this announcement will be of interest. This publisher always has something in these lines which can be obtained nowhere else. He keeps one of the largest stocks of French books in America and is constantly importing additions to the stock.

The William R. Jenkins' publications are described in a special catalog, but they cover all school requirements and also those of home reading.

Edwin O. Grover, who has been editor of the school book department of Rand, McNally & Co., has been made general editor of the several departments of the house. Clifton Ham, formerly instructor in the Minneapolis Classical school, becomes associate editor of the school book department. Robert W. Bruere, who has been an instructor in English in the University of Chicago, becomes associate editor of the trade department.

A sharper has been operating in Wisconsin and has succeeded in fleecing several book companies. He represented himself as the principal at Altoona, placed large orders with the Chicago houses, and sold the books to dealers.

Louisiana has adopted "Miner's Business Bookkeeping," published by Ginn & Company, for exclusive use in all the schools of the state.

The Chicago board of education has purchased seventy-five Remington typewriters for use in commercial classes.



A reciprocity copyright agreement has been made between Cuba and the United States. The protection of the Cuban copyright laws have been granted to American authors, and now President Roosevelt has announced the extension of the American copyright laws to Cuban authors.

The Lewis Teachers' agency, Muskegon, Mich., has as its motto "The Right Teacher for the Place, and the Right Place for the Teacher." Thru able, honest, and experienced management it has been able to work out this aim in a large number of cases. The character of its work gives it a well-deserved right to recognition in the educational world.

The James F. McCullough Teachers' agency, of the Fine Arts building, Chicago, altho of comparatively recent origin, thru good management and honest dealing has already achieved success. Thruout the West, especially, it has placed a large number of teachers. At present Mr. McCullough is seeking thoroly qualified teachers for positions in all grades.

At the present time teachers generally realize the value of a good agency, and the necessity for care in choosing the best. The McCullough agency can be recommended as having all the necessary qualifications for obtaining successful results.

The Union Teachers' agency, 228 Wabash avenue, Chicago, is well established in the confidence of school boards and employing principals. It supplies teachers for all kinds of educational institutions and also advises parents and guardians as to good schools for their children.

Parker P. Simmons, superintendent of the supply department of the New York board of education, has resigned, and has entered the publishing business. He has become interested in the well-known firm of A. Lovell & Company.

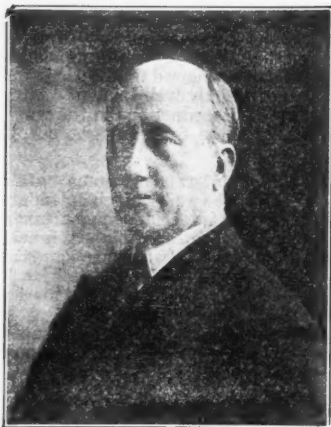
Augustus Flagg, prominent for many years among the Boston publishers, died on Nov. 30. He was a member of the firm of Little, Brown & Company until ten years ago, when he retired.

A fine set of Physiological Models (for school use), in handsome oak case, that cost \$140—as good as new for \$84 at nearly halfcost. Exceptional opportunity for High or Normal school. Address Models, care SCHOOL JOURNAL, 61 E. 9th St., City.

#### Mr. George H. Reed.

The accompanying portrait is an excellent likeness of George H. Reed, the popular head of the educational department of the Joseph Dixon Crucible Company. He was born in Kingston, Plymouth county, Mass., not so very many years ago. He has been connected with the educational trade for a number of years, and in that time has made hosts of friends all over the country.

Before associating himself with the Dixon house Mr. Reed was connected at various times with the Educational Publishing Company, Lee and Shepard, and Thompson, Brown & Company, all of Boston. He has been in his present posi-



George H. Reed, of the Joseph Dixon Crucible Co.

tion for the past eight years, during which he has had entire charge of all the school business of the company in the United States. It is due to Mr. Reed that the Dixon pencil advertisements are always clever enough to make them sure of a reading. They take the place, in the educational papers, of the Rogers-Peet advertisements in the New York dailies. Mr. Reed believes thoroly in advertising, and particularly in making the Dixon pencil a personal question with each teacher. Many will recall Mr. Reed as the "Dixon man" of more than one convention.

#### Georgia Text-Book Affairs.

The Georgia text-book commission has managed the bidding for state text-books in a somewhat unexpected manner. The first bids were thrown out and new bids were called for

to be submitted on Nov. 25. There were three reasons for this action. In the first place there was a question in regard to the legality of the bids, as the commission had called for supplementary bids after the first had been submitted. In the second place the commission, and the governor of the state particularly, were extremely dissatisfied with the rates offered by the publishers in exchanging new books for old. The commission was also dissatisfied with the prices submitted and did not hesitate to say so. In making the new bids the publishers were requested to offer prices for books in board covers.

The commission's policy of getting the lowest prices instead of the best books, which appears to many of the publishers to be the state of affairs, is one that appeals neither to the teachers nor to the broader-minded publishers. Three points of this policy have been generally criticised: the demand for the highest exchange rates, the demand for the lowest prices, and the readiness to accept cheaply bound books. The policy of the commission would doubtless be an admirable one in buying merchandise; but it would seem that text-books should be considered worth somewhat greater consideration.

The question of exchange prices has been a troublesome one for a long time. In years gone by the rates of exchange were perhaps thirty per cent.; then they advanced to forty per cent., while in most states they are fifty per cent. at present. Georgia, as a matter of fact, has a provision in her state text-book law that the rate shall be fifty per cent. But at the bidding the governor was not satisfied with this rate. The wisdom of demanding such high exchange rates is doubtful. It tends to keep out-of-date books in the schools as well as books which are of an unhygienic character due to long and rough usage.

The demand of the commission for books in board bindings in order to shade the price also seems questionable. Any publisher or teacher knows that the best board binding will stand but little of the wear and tear of the school-room. The outside wrappings soon wear away and the book becomes dirty and unsightly. "The educational value of such a book," said one New York publisher, "would not be one-half that of a cloth bound book which had been subjected to the same usage."

As to the matter of the demand for lower prices, this, too, seems unfortunate. Naturally enough the Georgia commissioners wanted to get their books as cheaply as possible.

The general opinion, however, is that they received as low prices as any one has ever obtained. Laying emphasis on the price is thus to be deplored, because the best book for the school cannot be obtained at the cheapest price.

The commission is to be commended for the frank attitude it took toward these points. While many educators and publishers will undoubtedly not agree with them in their conclusions, the method of carrying out their ideas is certainly to be commended.

#### The California Campaign.

The campaign for adoptions which is going on in California, especially in regard to geographies, is one to add to the joy of the school authorities of the state, if not of nations. At the present writing it seems probable that no adoptions will be made until the last of December. The campaign has been one of the hottest known in years. In the press, thru sample copies, circulars, personal letters, marked copies, etc., etc., the adherents of various houses have sought to influence sentiment. According to reports it would seem that too zealous bookmen have over-reached themselves and have antagonized some of the boards. In some cases this antagonism has resulted in county boards endorsing opponents' books.

All in all the contest has been one of the most vigorous in years, and in few cases has public opinion been so active as in California.

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## Coming Meetings.

Dec. 4-5.—New Jersey High School Teachers' Association, at Newark. W. A. Wetzel, Trenton, president; Miss Cornelia E. Macmullen, South Orange, secretary.

Dec. 9.—Fox River Valley, Wis., Library Association at Marinette.

Dec. 11.—Lenawee County, Mich., Teachers' Association.

Dec. 26-27.—Illinois State Teachers' Association, at Springfield. W. L. Steele, Galesburg, president; J. M. Bowlby, Carbondale, secretary.

Dec. 26-28.—Colorado State Teachers' Association, at Denver. John Dietrich, Colorado Springs, president; J. B. Ragan, Denver, secretary.

Dec. 28-31.—Wisconsin State Teachers' Association, at Milwaukee. Thomas W. Boyce, secretary.

Dec. 28-30.—Louisiana State Teachers' Association, at Ruston. Miss Lulu Soape, president.

Dec. 28-31.—Iowa State Teachers' Association, at Des Moines. F. M. Witter, Muscatine, president; W. F. Barr, Des Moines, secretary.

Dec. 28-31.—National Commercial Teachers' Federation, at Cincinnati, Ohio.

Texas State Teachers' Association, at Marlin. John W. Hopkins, Galveston, president.

Dec. 29-31.—Michigan State Teachers' Association, at Ann Arbor. E. D. Palmer, Mason, president; O. C. Frederick, Detroit, secretary.

Arkansas State Teachers' Association, at Little Rock. Supt. W. A. Crawford, Arkadelphia, president; Prof. J. H. Witherspoon, Arkadelphia, corresponding secretary.

South Dakota Educational Association, at Aberdeen. Alexander Strachan, Deadwood, president.

Kansas State Teachers' Association, at Topeka. Joseph H. Hill, president; State Supt. Frank Nelson, secretary.

Dec. 30-Jan. 3.—California State Teachers' Association, at Pacific Grove. A. E. Shumate, San Jose, president.

Dec. 31-Jan. 1.—Southern Educational Association, at Atlanta, Ga. F. P. Venable, president; R. J. Tighe, secretary.

Dec. 31-Jan. 3.—Nebraska State Teachers' Association, at Lincoln. Supt. J. D. French, Hastings, president; Miss Susan Hinman, David City, secretary.

## Christmas Week.

New York State Associated Academic Principals; Association of Grammar School Principals; Science Teachers' Association; Training Teachers' Conference, at Syracuse.

Idaho State Teachers' Association, at Moscow. Supt. C. W. Vance, Wallace, president.

Missouri State Teachers' Association, at Kansas City. George B. Longan, Kansas City, president; S. R. Bradley, Springfield, secretary.

Montana State Teachers' Association, at Helena. J. G. McKay, Hamilton, president; Miss Ida Fullerton, Helena, secretary.

Ohio State Association of Township Superintendents, at Columbus. D. H. Barnes, Osborn, president; J. R. Clark, Springfield, secretary.

Indiana State Teachers' Association, at Indianapolis. Prof. W. P. Hart, secretary.

Ohio State Association of School Examiners, at Columbus.

Washington State Teachers' Association, at Everett.

Florida State Teachers' Association, at Ocala.

1904.

Jan. 1-2.—Wisconsin County Superintendents' Convention, at Milwaukee.

Feb. 22.—Wisconsin State Library Association, at Milwaukee.

Feb. 23-25.—Department of Superintendence of the N. E. A., at Atlanta, Ga. Supt. Henry P. Emerson, Buffalo, president; J. H. Hinemon, Little Rock, Ark., secretary.

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Heath's Sixth Reader, 352 pages.

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In The Belles Lettres Series:—

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Judith, edited by Prof. A. S. Cook, of Yale university.

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Feuillet's Roman D'Un Jeune Homme Pauvre, with notes and vocabulary, edited by Professor J. D. Bruner.

Campe's Robinson der Jungere, edited by Carl H. Ibershoff.

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The Louisiana Purchase, by Ripley Hitchcock.

Elementary German for Sight Translation, by Prof. Richard Clyde Ford, Michigan State Normal college.

Stories of the Ancient Greeks, by Charles D. Shaw.

Bacteria, Yeasts and Molds in the Home, by Prof. H. W. Conn, Wesleyan university.

Essays of Charles Lamb, edited by Prof. George Armstrong Wauchope, South Carolina college.

Industries of To-day in "Youth's Companion Series."

Germelshausen, by Friedrich Gerstäcker, edited by Griffith M. Lovelace.

Greek Sculpture: Its Spirit and Principles, by Edmund von Mach.

A Manual of Qualitative Chemical Analysis, by Prof. J. F. Gregory, Colgate university.

La Mere de la Marquise and La Fille du Chanoine, by Edmond About, edited by Prof. O. B. Super, Dickinson college.

Houghton, Mifflin &amp; Co.

A Touch of Sun and Other Stories, by Mary Hallock Foote.

The Little Chevalier, by Mrs. M. E. M. Davis.

The Great Poets of Italy, by Oscar Kuhna.

Comments of John Ruskin on the Divinia Commedia, compiled by George P. Huntington. With an introduction by Charles Eliot Norton.

The New Epoch as Developed by the Manufacture of Power, by George S. Morison.

Henry Ward Beecher, by Lyman Abbott.

The Life and Letters of Margaret J. Preston, by Elizabeth Preston Allan.

New Bedford of the Past, by Daniel Ricketson, edited by Anna and Walton Ricketson.

Trees and Shrubs, edited by Charles S. Sargent. Vol. I., Part III.

Hill Towns of Italy, by Egerton R. Williams, Jr.

Witnesses of Light, by Washington Gladden.

The Beauty of Wisdom, compiled by James De Normandie.

The Overture, by Joseph Russell Taylor.

Elizabeth of England, by Nathaniel Shaler.

A History of the United States for Secondary Schools, by J. N. Larnard.

Morse Company.

"Kuttner's German Conversation Course," by Bernhard Kuttner, instructor in German in New York public schools.

"Smith's Easy Experiments in Physics," revised edition.

Powers &amp; Lyons.

Powers and Lyons, Chicago, "Dictation Studies," by W. I. Tinus.

"Commerce and Finance," by O. M. Powers.

*The Art of Class Management*, by Joseph S. Taylor, Pd.D., District Superintendent of Schools, New York city, is a book intended as an aid to the class teacher who is looking for help. It was originally prepared for the use of the author's own teachers, and it is, therefore, eminently practical. The value of every principle and device suggested has been demonstrated. It is one of very few existing books treating in detail, from a practical point of view, all the problems of management and government that confront the teacher.

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*Education Thru Nature Study* is a work on this important subject that will challenge the attention of both teachers and parents. The author, Prof. John P. Munson, Ph.D., head of the department of biology in the State Normal school of Washington, undertakes from the standpoint of the sincere student to give a scientific character to nature study. He aims to aid the scientific preparation of teachers in nature study. He bases his methods on the fundamental laws of life and development, and not on the tastes of the person who applies it. The author proposes to assist the teacher, thru his experience and study, those who desire to teach nature study, but who are bewildered by the vast array of objects and phenomena that present themselves.

This is a most timely book written in a most practical and scholarly way. Thru nature study the author aims to increase the pedagogical skill and power of the teacher. The book is published with the assurance that the advancing educators of the country want light on this important question and they believe this volume contains that light. Those who wish to stand high should send to Ginn & Company, the publishers, and thus ascertain the scientific grounds for nature study.

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## The Educational Outlook.

The college entrance examination board has amended its constitution so as to permit colleges and universities in all parts of the United States to become members. The officers of the board for next year are: Chairman, Pres. Nicholas Murray Butler, of Columbia; vice-chairman, Prof. H. W. Tyler, of the Massachusetts Institute of Technology; executive committee, Dean F. T. Crane, of Cornell, Pres. Mary E. Wooley, of Mount Holyoke, and Prin. J. G. Crowell, of the Brearley school, New York; secretary, Prof. Thomas S. Fiske, of Columbia.

President Schurman, of Cornell, suggests the following division of time for students: Ten hours of study, two hours for meals, three hours for athletics, one hour for recreation, and the remaining eight hours for sleep.

The permission of the Austrian government has been granted for the organization of a free Italian university in Innsbruck. It is hoped that this will do much to allay irritation against Austria. The promoters hope to inaugurate the university this month.

The Memphis, Tenn., school board has raised \$75,000 for new buildings and other improvements by means of a bond issue. The total enrollment in the schools of the city is 10,473, of which 6,749 are white and 3,724 colored. This is a gain of 1,399 over the previous year.

Harvard university and the University of Paris are to exchange fellowships. A fellowship has been established at Harvard with an annual stipend of \$600 a year. It is to be held by a young Frenchman who has shown proficiency in literary studies, and during his incumbency he is expected to give some instruction in the department of French

and other Romance languages and may carry on suitable studies.

In return the French minister of public instruction has established a similar fellowship, under similar terms and for the corresponding period at the University of Paris.

Miss Alice O'Grady has resigned her position as director of the kindergarten department of the New Britain, Conn., Normal school. She has accepted the position of director of the kindergarten department at the Chicago Normal school. Her successor is Miss Katharine McMahon, of New Britain.

The Springfield, Ohio, board of health has requested the school board to take immediate steps to have all slate and lead pencils disinfected daily. The health officer reported that he believed many recent cases of diphtheria have been due to the manner in which the pencils are gathered up each night, sharpened, and returned to the children the next morning. The children put the pencils in their mouths after they have been handled by pupils who may be ill. The officer suggests that the school board secure metal boxes with false bottoms in which could be placed formaldehyde. The pencils would be thoroly disinfected over night, and in this manner the children could be protected from contagion.

The statistics of registration at Princeton university show a total enrollment of 1,432, an increase of forty-nine over last year. The present freshman class is the first in the history of the university to contain more scientific than academic students.

It has been announced that Dr. C. W. Winchester, of Buffalo, N. Y., has accepted the presidency of Taylor university, Richmond, Ind.

### Bible Reading in School.

The question of Bible reading in the Nebraska public schools is not as yet finally settled, in spite of the decision of the supreme court that religious exercises are not permissible in the district schools of Nebraska.

The clerk of the supreme court has been obliged to issue a peremptory writ of mandamus against the members of the board of School District No. 21, in Gage county, to compel them to comply with the court's decision. The action was taken in pursuance of the request of Daniel Freeman, who as relator originally instituted successful proceedings for a mandamus and claimed the right to have the supreme court issue a mandatory writ. He has two children in school and does not want them to hear the Bible read there.

Ordinarily it is not necessary to issue an actual writ of mandamus, the decision of the court being sufficient. But the people and school directors of the Gage county district are stern adherents of the church, and refuse to comply with what they regard as an unjust decision until they are compelled to by the actual process of the court. Nothing less than the actual arm of the law as interpreted by the supreme court will cause them to desist.

### Problem of Religious Teaching.

At the last meeting of the New York Unitarian club, President Butler, of Columbia, discussed the question, "The Unsolved Problem of Religion in Education," at some length. He declared that "one of the most pathetic sights in America is the ordinary Sunday school, taught by untrained persons not properly co-ordinated, with text-books the poor-

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est, and ideals the most vague. To a school of this sort we are supposed to trust the rising generation for their systematic religious teaching."

After explaining that Christianity is "part of the common law of the United States," he added: "If we care about protecting and preserving in our education the very seed of our historical life and thought there are only two courses open to us. One is to overturn the secular school, and the other is to supplement the secular school. To overturn it is an absolutely hopeless, as well as an unwise undertaking."

"If this nation were to attempt to overthrow the secular school, the only thing it could put in its place would be a series of secular schools with religious teaching of different kinds, all supported by a divided public school tax."

"The result of this would be to break up the greatest single force we have making for unity in this nation. The tax-supported school can teach science, letters, and art; it can give institutional or ethical instruction, but it cannot enter, without disruption, into this other and disputed field."

"It is the business of every church organization to rise to its own opportunities. The trouble with the church is that it preaches too much and doesn't teach enough. The actual work of the religious instruction of the young is not done half seriously enough by the churches; and, besides, children are deplorably in need of home training. I am told every now and then that millions and millions more Bibles were sold this year than last."

"I don't care how many Bibles are sold. What I want to know is what is done with them. The young people, and even the young men who go to college, know very little about them."

"My idea is that we must accept

cheerfully the secular school, but we must not expect the secular school to give the whole of religion."

The Rev. Dr. Samuel McChord Crothers, pastor of the First Church of Cambridge, who followed Mr. Butler,

said that "the hardest thing in the world is to get some strong, persistent, and effective co-operation for good," and that "the better people are, the harder it is to get them to work together for good."

## Massachusetts in Convention.

BOSTON, MASS.—The event of the week in Massachusetts has been the annual meeting of the State Teachers' Association, held in Boston Nov. 27 and 28. Tho this convention always attracts educators from all over the state, especial interest was manifested this year in the main topic of discussion, "Moral Education," a subject of large interest to the public as well as to teachers at the present time.

The audience that gathered on Friday morning testified to the general interest. Four leading papers, representing different positions in education, were the basis of discussion, but all were contributions to the same general subject of ethics. The meeting was presided over by Louis P. Nash, of Holyoke, president of the association, and a thousand teachers welcomed Prof. H. H. Horne, of Dartmouth college, the first speaker, whose specific topic was "The Education of the Will." Professor Horne emphasized the necessity of training the will in order to send out into the world, whole, well-rounded characters, socialized individuals. The growth of character in the old New England academies is dying out with the decline of those institutions, and the public school must make the attempt to supply the need. In these days of non-sectarian education, when church and state are separated, as they should be, the public school is to unify the various classes of the American people. As truth is a product of intelligence so goodness is a product of the will. There are

four characteristics of our schools that make for will power. They are the teaching of temperance in connection with physiology; the training of youth in good habits; the teaching of morals from literature, and the devotional exercises with which most American schools are opened. Religious exercises and the Bible as literature in the school the speaker considered a stronger force in will training than any amount of hortatory ethics. The atmosphere of morality and righteousness, courtesy, and kindness is the main thing in the education of the child.

"Give us," said Professor Horne, "not ethics, but morality; not doctrine, but religion; not teachers of morals, but moral teachers: not teachers of religion, but religious teachers."

Discussion followed, led by Prin. F. B. Hill, of Worcester, who said that the one duty of the schools was to stiffen the backbone of the pupils in the doing intelligently of what they knew to be right.

President Hazard, of Wellesley, followed with a thoughtful paper on "Moral Training in Schools," saying that the most wonderful piece of creation is the child's mind, and the highest product of its education is character. Repetition, incentive, suggestion, must all be made use of, and aesthetics is a powerful agent in training, but the influence of the teacher is all-important.

The formality of the morning papers was broken up by the discussion of Prof. M. L. Perrin, of Boston university, who

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The same general subject was continued in the open session of the afternoon by William M. Salter, of the Chicago Society of Ethical Culture, and remarks made by Maurice P. White, one of the supervisors of the Boston schools.

At three o'clock the convention divided into five sections to consider special topics in smaller conferences. "Aesthetic Education" was discussed by Superintendent Francis J. Heavens, of Plymouth, Supervisor Fred H. Daniels, of Springfield, and George T. Sperry, of Westfield. The conference was presided over by Walter Sargent, State Supervisor of Drawing. "Commercial Education," was the topic for discussion before a second section under the leadership of Maynard Maxim, of Holyoke. A course of study presented at the meeting last summer of the National Educational Association was briefly discussed by Charles C. Ramsay, of Boston, Cyrus W. Irish, of Lowell, Supt. Homer P. Lewis, of Worcester, and William Orr, of Springfield. Practical points in "Touch Typewriting" were given by Bates Torrey, of Boston, Miss Emma G. Thrasher, of Springfield, and Miss Kate M. Willey, of Newtonville. The subject of English in commercial courses was treated by C. M. Grove, of Springfield, E. E. Gaylord, of Beverly, and Miss Elizabeth M. Atwood, of Westfield.

A third conference was held by Dr. Thomas M. Balliet, of Springfield, on

"Evening and Trade Schools." Such interesting topics were discussed as "The Educational Center and its Possibilities," and "New Types of Evening Schools in the Larger Cities." The principal speaker was Secretary W. K. Cooper, of the Springfield Y. M. C. A.

The elementary section was presided over by Miss Gertrude Edmund, of Lowell. Arithmetic, geography, and industrial work, all received attention. A fuller report of this unique conference will be printed next week.

The greatest interest centered about the discussion over "The Necessity of Organizing Contemporary Educational Experience," in the fifth conference led by Prof. Paul H. Hanus, of Harvard. The chairman spoke of the diversity of practice in our educational methods, and the unorganized mass of experience which might be made practically available. Various phases of the matter were discussed by Mr. Frank A. Fitzpatrick, of Boston, Dr. Charles H. Thurber, of Boston, Dr. John T. Prince, of the State Board, and Supervisor Charles H. Keyes, of Hartford, Connecticut. In summarizing the discussion the last speaker recommended the appointment by the convention of a state committee to assist the national committee of eleven in the collection of facts of educational experience.

On Saturday morning the general session of the convention resumed its meeting, and listened to a paper by Supt. W. C. Bates, of Fall River, on "The Will and the Power to do and to be." This was followed by discussion, and the business session of the convention.

A committee appointed last year reported in favor of an amendment to the constitution, establishing a council of education with a maximum membership of 100, to stimulate and guide educational interests in the state and to formu-

late policies of action. It will act as an arbiter over disputed questions, and have much to do in shaping the program of the annual meeting. Its present membership will include about seventy, drawn from various educational organizations as follows: From the Massachusetts Teachers' Association, twenty-four; from the College and Preparatory School Teachers' Association, the Massachusetts Schoolmasters' Club, and the Massachusetts Superintendents' Association, five each; from the New England Normal Council, the High School Headmasters' Club, the Boston Association of School Principals, the Boston Teachers' Club, and the Harvard Teachers' Club, three each; and from the county teachers' associations, and some other educational organizations, one each. This step has more serious consequences than any of many years in this organization, and great good is expected therefrom.

### Treasures for Brown.

A remarkable collection of material relating to the history of Rhode Island has just passed into the possession of Brown university. For some fifty years Mr. Sidney S. Rider, of Providence, has been collecting every book or manuscript bearing on the history of his state. Many of the books, portraits, pamphlets, and documents could by no possibility be replaced. Many of the manuscripts have never even been seen by a historian. In order to ensure its permanent preservation this most valuable collection has been presented to Brown university and has just been formally transferred. This collection of Rhode Island material, coupled with the famous John Carter Brown collection of Americana, will make Brown university an unrivaled center for historical studies along these special lines.

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## The Metropolitan District.

The one hundred twenty-second regular meeting of the Schoolmasters' Association of New York and Vicinity will be held on Saturday, December 12, at 10.30 a.m., in Law Room No. 1, New York university, Washington square. Pres. Woodrow Wilson, of Princeton will speak on "The College Course and Methods of Instruction."

Mayor Low and the board of aldermen have authorized the issuing of city bonds to the amount of \$2,888,430 for school buildings and sites.

The board of education has authorized the superintendents to make experiments relative to the division of time of part-time classes, provided that in no case shall any school give instruction to children in part-time classes for less than three and three-quarter hours per day.

At the last meeting of the board of education a tribute to the memory of the late Andrew H. Green, who was once president of the board, was entered on the minutes and a copy sent to his family.

An athletic league among the public schools of New York city has been organized. A meet will be held in Madison Square Garden on Dec. 26. The object of the league is to bind the public schools together, and furnish athletic contests, from which older athletes will be barred. The money received at the meets will be devoted to the laying out of athletic fields for groups of public schools throughout the city.

The committee on organization consists of Gen. G. W. Wingate, of the board of education; Pres. J. E. Finley, of City college; City Supt. Maxwell; J. E. Sullivan, secretary of the American Amateur Union, and Dr. L. H. Gulick, director of physical training in the public schools.

The Association of Women Principals of New York city gave a reception to President Henry A. Rogers, of the board of education, at Sherry's on Nov. 21. Miss Katherine D. Blake, president of the association, was assisted in receiving by Miss Josephine E. Rogers, Miss Hester A. Roberts, Miss Isabella Sullivan, Miss Katherine Bevier, Miss Mary C. O'Brien, and District Supt. Julia Richman.

### Charges Withdrawn.

At the last meeting of the New York board of education the charges against Superintendent Simmons, of the supply department, were withdrawn by Mr. Jonas. This action was no great surprise as it was known that the trial had revealed the superintendent's freedom from blame for the conditions of the department.

The charges against Mr. Simmons have been very indefinite. As a matter of fact the only person who has succeeded in formulating anything tangible has been *Milo* in the *Brooklyn Eagle*, who says that the charges were that:

"The blackboard erasers were rotten.

"The ink was impossible.

"The manila paper had no fiber and broke to pieces two weeks after delivery.

"The manila envelopes supposed to serve for the convenient filing of school records chipped off at the fold and proved useless.

"The white paper, 8 x 10, perforated at the top instead of at the side, produced the wasteful habit of writing on only one surface of the sheet.

"The estimates prepared last year by the principals when they knew neither the organization, the number of pupils, the course of study, nor the kind of sup-

plies wanted, were stacked up and never used."

It would appear from the outcome, that Mr. *Milo* must have given something like the caliber of the actual charges. As a matter of fact the complaints which have been made are against matters entirely due to the system. Complete reorganization is necessary and, as stated in these columns some time since, will probably be made. Business principles will govern the system under the new order of things and men of ability are to be engaged for the various executive positions irrespective of salaries. At least that is the plan, which it is generally hoped will be carried thru.

### The Truant Schools.

The board of education has appointed a committee to arrange for building a truant school in the country, convenient to a railroad. The plan includes the purchase of about fifty acres of land, the erection of a main school building, an administration building, and a number of cottages accommodating fifty boys. These cottages are to be in a quiet locality where the boys will have an opportunity to acquire practical knowledge of farming, gardening, or some other useful occupation. The cost is estimated at \$150,000.

This action is in line with the latest ideas on the problem of housing truant, which has given the city no end of trouble. The two schools, one in Manhattan, and the other in Brooklyn, are inadequate for the purpose for which they were established. It was decided last year to use the Brooklyn school for incorrigibles and enlarge the Manhattan school. The bids for this addition have

(Continued on page 627.)

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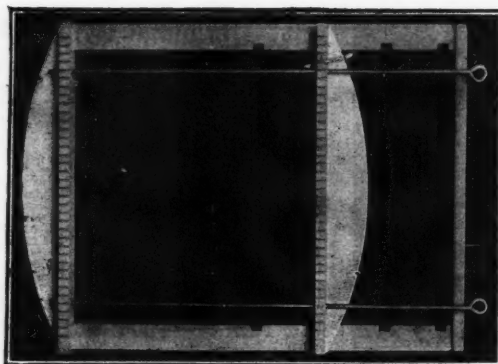
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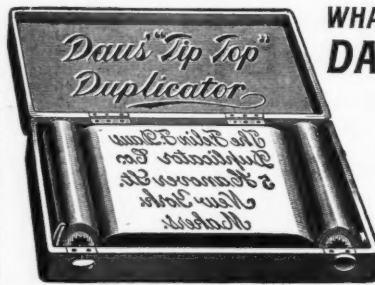
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(Continued from page 624.)

been advertised for four times without success. Now both schools are to be abandoned. The committee to consider plans for the new school is to be appointed from the building, special schools, and sites committees, to confer with District Supt. Meleney.

### Teachers Retired.

The following teachers have been retired, to take effect on the days specified: Dec. 1—Prin. Catherine A. Blauvelt, 56, Manhattan, appointed January, 1850, resigned September, 1859, reappointed January, 1863; Maggie McQuade, 161, Manhattan, appointed Feb. 6, 1872; Anna C. Voorhis, 113, Manhattan, appointed Sept. 20, 1870; Amelia A. Reynolds, 10, Bronx, appointed Dec. 15, 1872; Sara E. Eldridge, 24, Richmond, appointed April, 1865, resigned 1868, reappointed 1869, resigned 1876, reappointed 1878; Prin. Alice E. Field, 53, Brooklyn; Elizabeth O'Connell, 1, Manhattan; Fanny M. Smith, 30, Manhattan, appointed May 31, 1872. Jan. 1—Prin. Nathan Beers, 15, Manhattan, appointed September, 1837; Prin. J. Frank Wright, P.S. 7, appointed April, 1859, resigned March, 1861, reappointed January, 1863; Prin. Mary A. Rogers, 38P., Manhattan, appointed January, 1858; Marie L. Nicholas, 20, Manhattan, appointed Oct. 1, 1873; Mary Hanagan, 160, Manhattan, appointed Nov. 10, 1865; Mary F. Masterson, 6, Brooklyn, Dec. 20, 1873. Feb. 1—Catherine Graverenod, 18, Brooklyn, appointed Dec. 1, 1868.

### Rules for Absences.

Chairman George H. Chatfield, of the committee of teachers' interests of the New York City Teachers' Association, has proposed the following rules to govern absence:

I. That only the following classes of teachers be excused with pay for absence from duty: 1. Those holding a permanent license. 2. Meritorious teachers. 3. Those working in day schools, or in both day and evening schools.

II. That the present so-called "five-day rule" be abrogated.

III. That refunds for absence be made at the close of each school term only, except that absence from duty due to the following causes: (a) Serious and long-protracted illness, and (b) injury sustained or disease contracted directly thru the performance of duty, be excused with full pay when unanimously recommended by the proper authorities, this unanimity to be required for the excuse, with full pay, only under (a) or (b) of Section III., and that refund therefore be made immediately.

IV. That at the close of each school term the totals under the following heads be first determined.

(1) Amount of all deductions for absence during the term.

(2) Amount of refund under (a) and (b) of Section III.

(3) Amounts paid to annuitants for the term.

(4) Amount of one-half of the excise money received for the pension fund for the calendar year.

That the amount (4) then be subtracted from the amount (3) to find the amount of absence money required for the pension fund for the term, the remainder so obtained to be taken from the amount (1) to find the amount available for refunds for absence during the term.

That from this amount available for absence refunds should then be taken the total amount (2), and the final remainder

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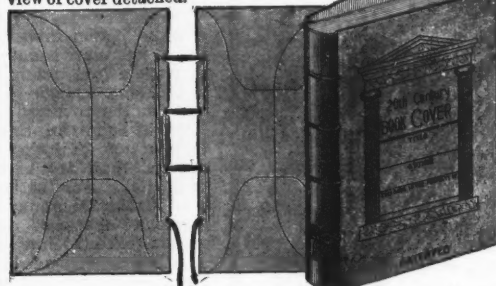
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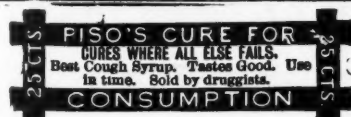
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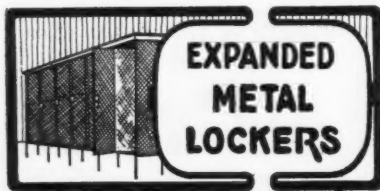
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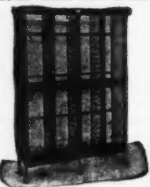
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### The Pension Question.

At the last meeting of the New York City Teachers' Association a final stand was taken relative to pension legislation by opposing the so-called Cook plan. It was the general opinion that no pension legislation was necessary at present. The following resolutions were adopted:

The New York City Teachers' Association opposes any surrender of the surplus in the pension fund or of any part thereof to the general school fund or to the city. We are also opposed to any measure which embodies a request for increase of pensions, believing it unwise to raise such an issue at present.

Finally the association is opposed to any retroactive increase in pensions already granted.

A resolution was introduced recommending to the board of superintendents the formation of eligible lists of all the holders of higher licenses in the order of years of service in the New York city schools.

The committee on children's interests reported that the by-law committee of the board of education had refused to present an amendment to the by-laws allowing principals to use their discretion in dismissing schools on stormy days.

(Other New York city notes will be found on pages 631 and 633.)

The silks and fairy fine gauzes shown at Arnold, Constable & Co.'s this season are of singular beauty. As most shoppers are aware, many of the goods seen in this shop are not to be had anywhere else in the country, consequently the lover of beautiful things has the added satisfaction of being able to buy lovely fabrics that are as rare as they are handsome. For instance, there is to be seen among the gauzy stuffs a white diaphanous material embroidered with golden threads in a design of wistaria. Another exquisite fabric is a white crepe Ninon—a heavy chiffon—with a stripe of light blue satin and sprays of pink roses in velvet brocade. A black chiffon with a printed red rose and a black velvet rose woven into the fabric is wonderfully smart and artistic. The new silks are gorgeous in coloring. A white and tinsel brocade all a-shimmer with gold or silver threads, is much in demand for bridal trains. Soft Messaline is also much used for bridal robes. Printed taffetas are in quaint designs—many of them suggesting the Louis XV. period—and exquisite colorings. One has blue ribbons and pink wreaths on a nearly white ground. Another has panels of blurred violets on a ground of dead white.

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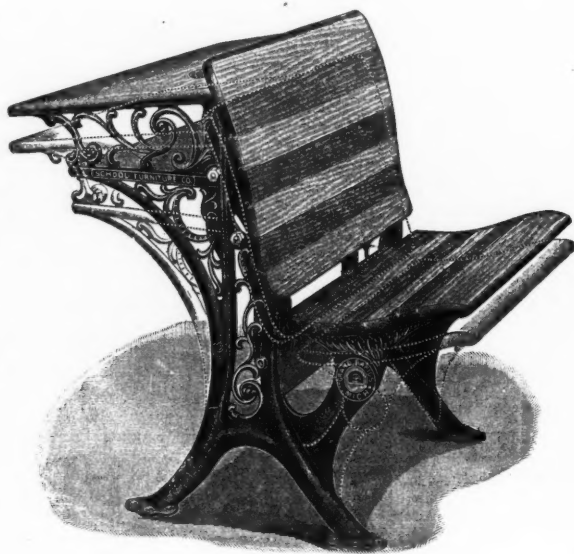
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## The Greater New York.

Mayor Low has reappointed as members of the board of education from Manhattan Thomas B. Connery, M. Dwight Collier, Louis Haupt, and Abraham Stern. Two new Manhattan appointments are Frank Harvey Partridge and Frederick L. Marks. The following members were also reappointed: John C. Kelley, George W. Schaedle, and George W. Wingate, of Brooklyn, and Charles H. Ingalls, of Richmond.

The committee on elementary schools has suggested that several experiments be made relative to part-time classes. It is proposed to divide the morning and afternoon sessions into two equal parts and to have one of the part-time classes taught during the first half of the morning session and also during the first half of the afternoon period, while the second class, which would have been taught at present only in the afternoon, will be taught during the second period both morning and afternoon. In this way each class will receive an equal amount of schooling.

The committee on elementary schools has approved the voluntary applications for retirement of the following members of the teaching staff: Alice E. Field, principal P. S. No. 53, Brooklyn, appointed June 10, 1863, resigned Dec. 23, 1875, and reappointed March 1, 1883; Elizabeth O'Connell, P. S. No. 1, Manhattan, appointed Oct. 1, 1862; Fanny M. Smith, P. S. No. 30, Manhattan, appointed May 31, 1872.

Lehigh university has placed at the disposal of the Staten Island academy a scholarship in the classical or Latin-scientific course. The recipient will be admitted to the university on a certificate from the academy, and will be free from tuition fees for four years.

Mr. E. V. Skinner has been appointed assistant traffic manager of the Canadian Pacific railroad. His control extends over the territory included in the General Eastern Agency, with offices at 353 Broadway, New York.

### Reply to Women Principals.

The board of superintendents has made a report in reply to the protest of the Association of Women Principals against the consolidation of schools. The report denies that it is the custom to put assistants to principals in charge of lower grades and quotes a section of the by-laws to prove the denial. The report adds:

This section has not been interpreted in every case as requiring the assignment of assistants to principals to the supervision of the lower grades. These assistants have in many instances been assigned to the supervision of the lower grades, but the principals themselves are primarily responsible for the assignment. Not a single instance has been adduced of the revival "in a most obnoxious form of the old division of primary and grammar schools." The board of superintendents has not once been appealed to to change the assignment of an assistant to principal. The assignment of an assistant to principal to the supervision of the lower grades is often a salutary measure. Where the assistant has a special aptitude for dealing with little children and possesses the motherly instinct and apt address, her assignment to lower grades, subject to the approval of the superintendents concerned, is not the revival in a most obnoxious form of a division of primary and grammar schools.

Continuity of supervision is not destroyed by putting the right assistant in the right place. Departmental super-

vision of the middle grades or of the higher grades or of all the grades is now being exercised by many assistants to principals.

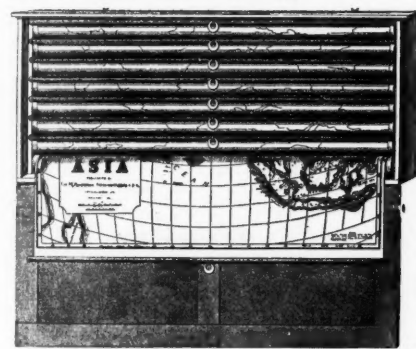
It is not the common opinion of educational experts that enormous schools tend to crush individuality of character, or to destroy the sense of personal responsibility. The goal of every rural schoolmaster's ambition is the thoroly graded school. The larger the school the nearer the approach toward perfection in the grading. The aggregation of the many tends not to destroy, but rather to develop individuality.

If the doctrine advanced by the memorialists who are experienced and long in their profession were true they would not have taken all these years to discover it. If several years ago, when consolidations were begun, the signers became convinced of the soundness of this doctrine, they have remained inexplicably silent until the present time. If this doctrine is a matter of very recent conviction on their part, care should be taken not to embrace it too suddenly.

It may not be amiss to recall the necessity of having in a school building one responsible head for the purpose of establishing harmony in the grading and promotion of pupils. Under two or more separate organizations in the same building there has been much difference in the methods and standards of making ordinary promotions of children. Where one organization was primary and the other grammar, pupils were frequently detained beyond the proper time in the highest primary grade; and where the two organizations were parallel in all the grades, the basis of separation being sex, it often happened that a very small class of boys in one department and a small class of girls in the other, both being of the same grade, could not be consolidated because of the wish of each principal to

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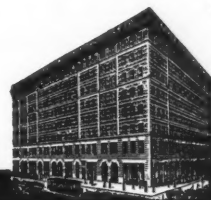
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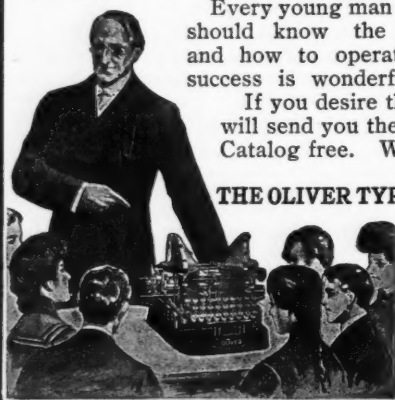
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It would be idle to attempt to establish a hard and fast rule for the size of schools. The particular locality of a school, the personnel of its teaching corps, the character and environment of the children, are circumstances that should influence opinion as to the proper dimensions of a school building. The circumstances are so variable that each case must be settled on its own merits. The boards of education for many years past have adopted this policy of determining the feasibility and propriety of consolidation when and as each case arose. That this same view is entertained by the committee of principals is obvious from their own failure to suggest any standard size for a school.

#### A Limit Somewhere.

The appellate division has reversed an order granting a mandamus requiring Superintendent Maxwell to place the name of John S. Sprague on the eligible list of principals. Mr. Sprague is seventy years old and served as teacher for the old city of New York from 1861 to 1865. The court said that to sustain the decision of the lower court would be to hold that "every teacher still living, no matter how old or incompetent, who was ever licensed by the superintendent of schools of any of the boroughs now embraced within the city, would be entitled to have his or her name placed on the eligible list, and would become eligible for reappointment without further examination."

Mr. Sprague urged that he came within the section of the charter which directs that "those duly licensed in the several boroughs prior to the date on which this act takes effect" shall be placed on the list of teachers. The courts decision read:

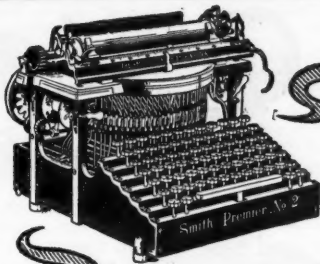
"The object of the provision relating to those holding licenses from city superintendents was to continue upon the eligible list without further examination those engaged in teaching within the limits of Greater New York at the time the Greater New York charter took effect."

#### Vaccination Upheld.

The appellate division of the supreme court has handed down a decision upholding the constitutionality of the statute enforcing the vaccination of school children. The decision was given in the case of Edmund C. Viemeister, who sought to compel the board of education and Prin. J. H. Meade, P. S. No. 12, in Queens, to admit his child to school. Admission had been denied the child because he had not been vaccinated. It was urged on behalf of Mr. Viemeister that the statute was void, being contrary to the provisions of the constitution.

The court declared that the statute does not violate the constitution, as it operates equally upon every person who is or may desire to become a pupil in the public schools, and affords equal protection to all. The opinion adds:

"However willing we might be to agree with the appellant that the practice of vaccination is attended with dangers and that its efficacy is a matter of uncertainty, these are matters which



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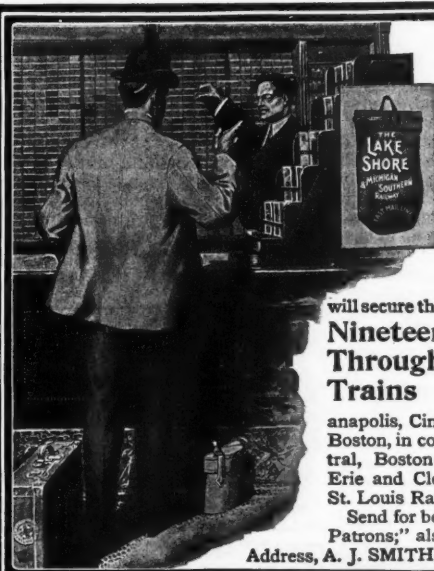
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should be properly addressed to the consideration of the legislative department rather than to the courts."

The opinion also declares that the statute constitutes a legitimate exercise of the police power.

### Recent Deaths.

Frederick D. Clarke, the oldest teacher and principal of P. S. No. 3, Brooklyn, died on November 18. Mr. Clarke was born at North Cornwall, Conn., eighty-seven years ago. From 1845 to 1871 he was first teacher, and then principal, of P. S. No. 3. Afterwards he was in charge of the Brooklyn depository of supplies. While a teacher he inaugurated the system of having current events make a part of the regular school work.

Miss Phoebe Fairchild, a teacher in the public schools of Saginaw, Wis., for the past twenty-five years, died suddenly on Nov. 21. She had been able to conduct her classes in the high school on the previous day.

Miss Harriet H. King, the first to teach negro children in the Boston public schools, died recently. She was born in New Ipswich, N. H., the daughter of Major Seth King. He was the first in this country to manufacture friction matches, and also the first manufacturer of broadcloth in the United States. Miss King was educated at the New Ipswich academy and at Townsend, Mass., seminary. She went to Boston and taught school on Joy street, being the first one in the city to teach negro children. She gave up this work after twenty years.

Jacob Harris Patton, the author of several works on history, died on Nov. 26. He wrote "Four Hundred Years of American History," "Natural Resources of the United States," and "Political Parties in the United States."

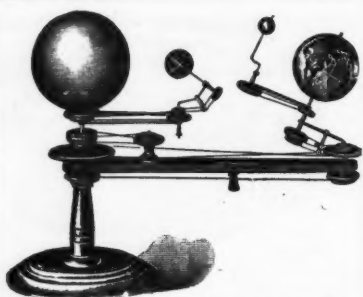
Dr. William Shaw Stewart, for nine years a director of the Philadelphia public schools, died on Nov. 25. He was a graduate of Jefferson college (Pa.), and a founder of the American academy of medicine.

Nicholas Mulhall, for more than thirty-one years janitor of primary school 11 and grammar school 44, died on Nov. 22.

Henry Ray Dering, assistant general passenger agent of the Pennsylvania railroad died in Chicago on Nov. 30.

Henry Carrington Bolton, the celebrated chemist, author, and lecturer, died in Washington on Nov. 19. For nearly thirty years he had been regarded as among the leading scientists of America, and his writings included a dozen books and more than 300 monographs. He was born in New York in 1843 and was graduated from Columbia university in 1862. He then traveled abroad, studying for a year in Paris, then at Heidelberg, and finally at Georgia Augusta university in Goettingen, where he received the degree of doctor of philosophy in 1866. From 1872 to 1878 Dr. Bolton was assistant in analytical chemistry and head of the laboratory of quantitative analysis in the Columbia School of Mines, and in 1877 he was chosen professor of chemistry and natural sciences at Trinity college, Hartford, Conn. He returned to New York in 1887. The trustees of Columbia university made him non-resident professor of the history of chemistry in 1892. It was said of Dr. Bolton that he belonged to more learned societies than any other living American.

Dr. Bolton's writings dealt not only with science, including chemistry and mineralogy, but also with various literary matters, bibliography, and travel. He wrote more than 200 monographs on the history of chemistry alone. In the line of original investigations his most conspicuous successes had to do with in-

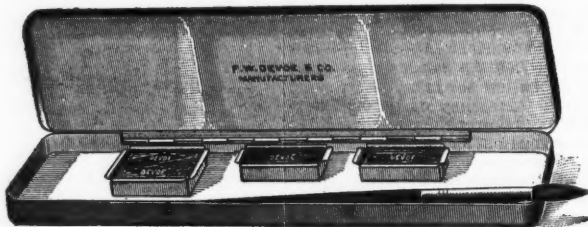


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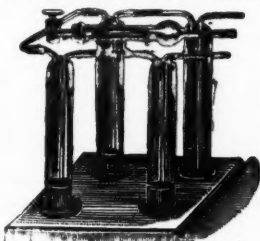
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quiry into the action of organic acids on minerals.

General Francis Marion Drake, ex-governor of Iowa and founder of Drake university, died on Nov. 20. Gen. Drake was born in Illinois in 1830, but in 1837 his family removed to Iowa. Up to the time of the Civil war he kept a little country store. He went to the front in 1861 as a private, and was mustered out in 1865 as a brigadier-general.

After the close of the war General Drake turned his attention to railroad building and built over 400 miles in Iowa. He founded the university which bears his name in 1880, and with Russell Sage he helped rebuild Iowa college when it was destroyed by a cyclone in 1881. He also aided Wesleyan university at Point Pleasant, Iowa, to a great extent.

## The New York Budget for 1904.

The detailed figures of the New York city budget for 1904 show that sweeping reductions in the amounts allowed the public schools have been made. Instead of over \$23,000,000 asked for, the board of education is allowed only \$20,913,017, the general fund receiving \$16,300,883 and the special fund \$4,612,134. As to the general fund \$14,247,023 is required for the salaries of teachers in schools now in operation. Allowing the same amounts as last year for bonuses for boys' classes, for substitutes, corporate schools, lectures, general supervision and district superintendents, there will only be about \$820,000 to be apportioned for salaries of new teachers, for evening and vacation schools, and attendance officers. These purposes required \$1,259,477 last year.

In the special fund \$4,612,134 has been appropriated as against \$4,411,134 last year. Of this sum the amounts asked for school libraries, libraries and apparatus, regents' schools, lectures and recreation in school buildings have been allowed without reduction.

For supplies required by the new course of study and for general use \$1,607,916 was asked, and but \$1,151,491 was allowed. Under the item of general repairs sweeping reductions were made in every borough. The appropriations asked for rents have not been allowed, the board granting the same sum for next year in each borough as was allowed last year. As a general rule the board of estimate has allowed only the amount appropriated last year, with the few exceptions noted.

## Minnesota Items.

Preparations are under way for the State Educational Association meeting to be held at St. Paul during the holidays.

The fall primary appropriation has been distributed; it amounted to \$815,000, or over \$2.00 per pupil. Another appropriation of about \$1.00 per pupil will be made later.

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### Literary News.

The color work in the November num-  
ber of the *International Studio* is strik-  
ing. The plates are Mr. Whistler's  
"Trafalgar Square, London," and Claude  
A. Shepperson's "The Harvester,"—the  
latter after a pastel. This magazine  
contains monthly a capital record of what  
is being accomplished in the art world,  
and its articles are prepared by men who  
are authorities on artistic matters.

Mr. William J. Long, the author of  
"School of the Woods," "Following the  
Deer," and other animal stories, has  
lately returned from the northern wilder-  
ness of Newfoundland. Perhaps Mr.  
Long's highest point in literary skill and  
in interest of subject matter has been  
reached in his new volume, "The Little  
Brother to the Bear," which Ginn &  
Company have just published.

The American Book Company has pub-  
lished a number of new books during the  
fall of unusual excellence. Most of these  
productions have been planned on new  
lines which are attracting general atten-  
tion. For instance, the "Harmonic  
Series—Natural Music Course" is an ex-  
tremely notable production, and is an  
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